

Retro
'53

Retro '53

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This book is Respectfully

and Humbly dedicated to

THE FUTURE — AND THOSE WHO SHAPE IT.

*How long, how long, in infinite Pursuit
Of This and That endeavour and dispute?
Better be merry with the fruitful Grape
That sadden after none, or bitter, Fruit.*

Omar Khayyam



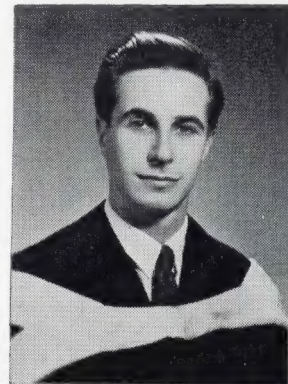
RETRO

SIR GEORGE WILLIAMS COLLEGE

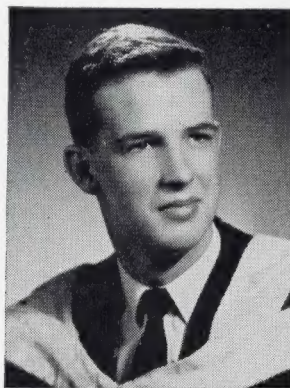
1953



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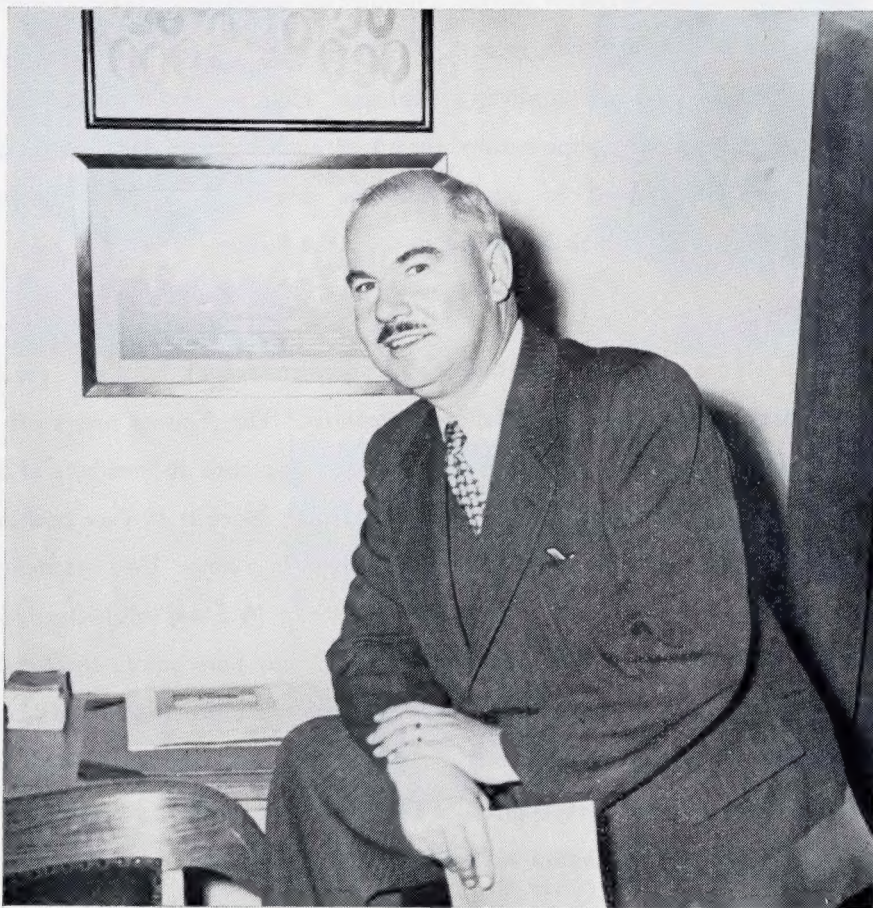
FORWARD...

THE perceptive reader will have already gathered that we have embarked upon something of a paradox in the preparation of this Annual. Having selected the title 'Retro '53', we have, it would appear, contradicted ourselves at the very outset, inasmuch as the Dedication reads, in part, 'To the Future'. The truth of the matter is, however, that we have set ourselves a dual goal. First, we intend to present in this volume a concise yet comprehensive record of each undergraduate year, and second, we have endeavoured to inject into the production a counter-theme, accentuating those years which lie before us . . . the Future.

A dozen students working together on a project cannot hope to receive unanimous acclamation from their fellow collegiates. The Editors and staff of 'Retro '53' are no exceptions. But we do extend this suggestion to members of the Grad Class who are dissatisfied with our modest effort: Place it in your bookcase — in a location where you are unlikely to come upon it in a hurry. (We recommend that it be sandwiched between volume six of Toynbee's 'A Study of History' and Thompson's 'Humanism in Action'). Five or six years may pass before the subject of your graduating year is regurgitated. Then you may nip along to your bookcase, beg the pardon of Messrs. Toynbee and Thompson, and pick out the Annual. We are convinced that you will then appreciate to the full the value of possessing such a record — a record of your entire undergraduate career.

We are indebted to the Grad Class Executive and to the Class of '53 for the assistance and encouragement which they have proffered to the Editors and staff of 'Retro '53'.

THE EDITORS



DR. K. E. NORRIS

PRINCIPAL'S MESSAGE . . .

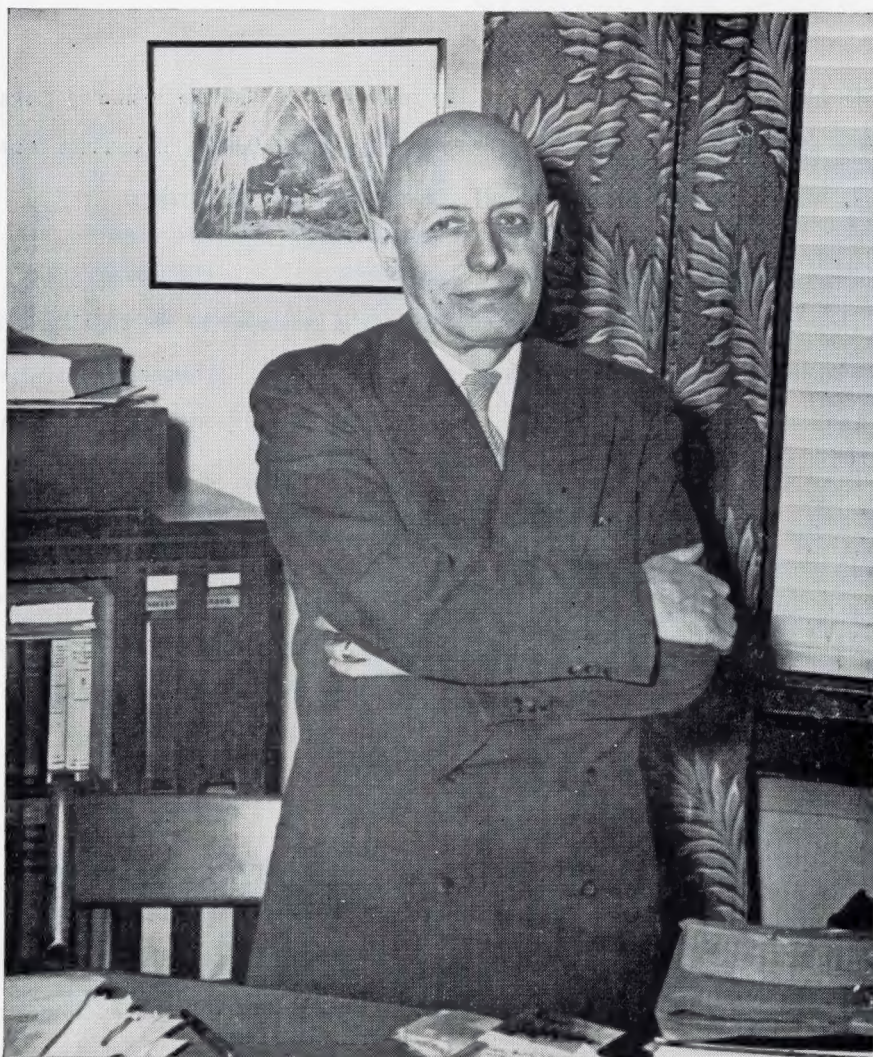
THIS has been a significant year in the history of Sir George Williams College. The same fact which gave it significance also laid a burden of unusual responsibility on the shoulders of the current student body and its leaders.

How well they lived up to this responsibility is indicated by the fact that they went well over their quota in the Building Fund Campaign, developed a canvassing organization of more than 800 people, and presented this city with a heart-warming picture of student solidarity and enthusiasm.

It is not always easy for a student body to maintain its morale under conditions which are admittedly trying. In spite of this, Georgian morale and spirit have been proverbial through the years. It is to be hoped that the better conditions of the new building, which can be looked for probably some time in 1956, will do nothing to impair this spirit or soften its drive.

The class of day and evening students which graduates this spring will be the eighteenth to don the Georgian hood. As its members go to join the growing group of alumni, they may be assured of the good wishes of the Faculty, staff and Board of Governors of this College, to whom they have meant so much and whose problems they have shared for a time.

K. E. NORRIS



DEAN HENRY F. HALL

BACCALAUREATE ADDRESS OF HENRY HALL

***Dean of the College, to the class of 1953,
May 31, 1953***

"For unto whomsoever much is given, of him shall be much required."

Luke 12:48

THE other day a professional man asked to be excused from jury duty on the grounds of being very busy with important matters. However, the judge refused to excuse him saying that, as a learned man, he had all the more responsibility for this public duty. The incident led me to think about the responsibilities of the educated and I would like to share my thoughts with you this afternoon as we are met to honour those who now go forth "into the company of educated people." Some of my suggestions may seem trivial but I would remind you that it is often the seemingly small things in life that are really great.

In the first place, may I remind you that educated people, and particularly professional workers, have a solemn duty to respect the confidences of other people. Nothing can dissipate the trust of others faster than the tendency to gossip. In the ancient Hippocratic oath are the words, "That whatsoever I shall see or hear of the lives of men which is not fitting to be spoken, I will keep inviolably secret." This is a good rule. Not only should it apply to physicians, ministers and social workers but to all those whose profession or whose interests takes them into the secret places of the lives of others. Educated people should be those who can be trusted. This seems like a small thing to mention but I do so because I know that it is one of the little things of life sometimes neglected by otherwise excellent people.

Secondly, may I suggest that educated people have a public duty. It is not an exaggeration to say that the survival of democracy depends on our recognition of this duty. It seems to me that public duty is at least two-fold. In the first place, our vocations have a public, or service, relationship. Whether our work is professional or business or keeping house (perhaps especially if it is keeping house) it has a function and a duty far beyond a personal one.

There is in Canada now a great need for those who are able to undertake the service professions. The ministry of the church, social work, teaching, and the secretaryship of the Y.M.C.A. are all in need of more trained and earnest young people.

However, the duty of service is not confined to certain professions. One of the great facts of life that is so important in a democracy is that the service motive may be found in any honourable occupation. The scriptural injunction, "(Be) not slothful in business, fervent in spirit, serving the Lord," applies to the tradesman, the merchant and the artisan as much as to anyone else. It is an unfortunate concept that a man or woman can be a good citizen and a public benefactor only in certain restricted lines of work.

There is also an additional aspect of public service which I think is especially applicable to educated people. In our complex and interdependent society the need for service in all sorts of good causes is very great. May I appeal to you, new graduates, to take up the service of some good cause of your choice. Your own church or synagogue should have a claim on your spare time and energy. Your abilities are greatly needed by Christian associations, social agencies, educational institutions and the like. Nor is such service as committee members or as volunteers entirely outgoing in its effect. This is one way in which you can not only serve your community and the age in which you live but also increase your own ability, your own education, and enrich your stock of friendships. There is no greater source of fellowship than joint service to a good cause. Many of you here can testify from personal experience to the truth of that statement.

In the next place may I suggest that a major duty and starting opportunity of a college graduate is to continue his education. When the first graduating class of this College — the famous Guinea Pigs — got together after their graduation in 1937 to form a continuing society they set forth a statement of objects and principles, one of which was to continue their own education. This, I believe, is good. In fact it is vital for the chief value of a college experience, at least in my opinion, is that it gives (or should give) the student the basis for a life-long intellectual growth. Of course there are other ways of getting it — difficult ways but real ways. We college people haven't any absolute monopoly on

intellectual growth. On the other hand we often fail to take advantage of the opportunity we have.

I recently came across a baccalaureate sermon delivered by the great American preacher Dr. Lynn Harold Hugh, and I was interested to find that he based his address on this very point. Dr. Hugh said: —

"We all know that a great many college graduates do not achieve a vigorous and growing mental life. If you made a map of their minds on the day of their graduation and another on the day of their death you would find that not very much had happened in mental grapple or intellectual growth in the years between, for all practical purposes the day of intellectual senility began the day after graduation. Now of course this sort of man may be ready to claim that life itself becomes his university, that while the specialised sort of culture represented by college . . . has a constantly smaller place in his thought, he is all the while moving forward in the realm of activity by means of which he secures his livelihood and feeling the inspiration of many quick and kindling minds. There is of course no doubt in the world that life itself is a university. But the man who ceases to be a reader the day he graduates from college and whose range of authentic and carefully classified knowledge about all the important matters of life becomes smaller every year can scarcely flatter himself that he is making the most out of the courses which a great university offers. Reading and disciplined thinking must go on through the years and they must keep pace with all the activities of life if a man is to be the best sort of man in his own line of work not to say a man of large and generous ranges of knowledge and appreciation."

There recently came to my office a lady who was a student in the evening division. She is not one of our youngest students nor is she the oldest. She does not think that she is a very good student but I think she is a very wise person. She said to me that she wishes sometimes that she could impress on her younger fellow students the greatness and the urgency of their opportunity. "If they would only realize," she said to me, "that education is so much more than learning facts, or passing examinations or even getting degrees!"

Yes, we all live in two worlds. We live in the objective world of things, of documents, of books, of people. But we also live in a private world of ideas, of values, of attitudes. Education should be the means of enriching this mental life, of keeping it growing, of enlarging our ideals, of testing our lives against the best we know and the greatest we can imagine. It should be the means of making the ideal real in our lives so that continuous growth will be a matter of daily habit as long as we live.

The Italian poet Dante wrote "Midway upon the Journey of our lives I found that I was in

a dusky wood." Too many people get lost in that "dusky wood" midway upon the journey of their lives. I therefore urge you who are graduating to keep alive the spark of intellectual enthusiasm. It should be the bright and shining light which keeps you on the road "onward and upward forever." Dr. Milton R. Stern, of New York University, recently wrote that "The heart beat of a university education is not in its commencements but in its continuities," and I think he is right.

Again may I say that an educated person should, in my opinion, have a central purpose, a philosophy of life, in short a religion. The ancient Psalmist wrote "The fear of the Lord is the beginning of wisdom," and the writer of the Proverbs copies the statement exactly. This proverb has been greatly argued about. I looked up the New Revised Standard Version to see if the wording had been changed by the eminent scholars who made this new translation but it had not. There stands just the same as before both in the Psalms and the Proverbs — "The fear of the Lord is the beginning of wisdom."

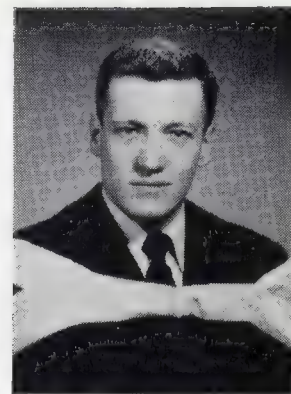
A student once asked me how I could accept the teachings of religion when he said, they are founded on the testimony of the ancients who were wrong about everything else! I mention this because I believe it is a prevalent idea.

I think that there are two answers to this question. In the first place the ancients were not "wrong about everything else." That impression is a modern conceit born out of a superficial understanding of the age of science. It is true that the ancients did not have television or atomic energy. They did not have rapid transportation or instantaneous communication. All of these are great achievements. Let us not depreciate them in spite of the uses to which they may be put, they are symbols of the greatness and the unlimited possibilities of our time. The ancients did not have these things but that does not mean that they were wrong about everything else. I thought of this the other day as I stood in the Greek room of the Royal Ontario Museum surrounded by the most beautiful ancient urns. I thought of this as I examined a model Achropolis of Athens. I thought of this as I reread St. Augustine's "City of God." No, the ancients were not wrong about everything; they were not wrong about art, they were not wrong about philosophy. Anyone who thinks so should take English 110 with Professor Clarke and Philosoph 102 with Professor Fraser. How can anyone read the great prophets of the Hebrews and the teachings of Jesus and believe that they were wrong?

But there is a second answer to the question which I think is even more important and that is the simple fact that religion is something alive and not dead. It is a matter of personal experience or else it is simply a matter of interest to antiquarians. We belong to different religious traditions. Some of us are Protestant,

(Continued on Page Fourteen)

VALEDICTORY



JOHN HANNAN

AS this is our final act as undergraduates at Sir George Williams College, I consider it a signal honor to be allowed to speak for the graduating class this evening.

The reception of our degrees and the fleeting accolations that attend this ceremony will always be remembered. But more than the consummation of a task, this evening marks, we hope, the first faltering footsteps of maturity. Certainly, in the ordinary sense of the expression, many of us have been accepted as "matured" for some time. However, we the graduates of 1953 feel that there are new duties and new burdens to be shouldered as we come of age in a troubled world.

This maturity of graduation is not tempered with disillusionment and we realize the necessity for an outlook which, because it is not selfish, will be continually brightened and polished through the reasonable application of experience. We have attended college in order to acquire the ability to predict intelligently for ourselves and for those who depend upon us the always clouded happenings of the future. We came to college to serve a selfish purpose, and we learned that the basis of intelligence and education is unselfishness.

We would seem to have every right to feel apprehensive and fearful of what the years to come will hold for us. The elements which cause world-wide conflict, and which destroy the very societies giving them birth, are with us in every day life. But it has ever been so, and we are not afraid.

To live for the personal future is insufficient — man must prepare himself to live for all time. There must be a planning for the future which far outreaches the life expectancy of the planners. Any other policy would seem a betrayal to both our children and to those who have educated us.

If we are to take these new steps in life with confidence, it can only be because we are improving on the happenings of the past, and, by drawing from the experience of those who have planned for us, are creating a more tol-

erant, open-minded world for those who are to follow. We feel that the education we now so proudly possess can be utilized in a personal manner on an individual plane in such a way as to convince those who know us that a better way of life can be found in fellowship, tolerance and understanding.

Here at Sir George Williams College, our field of experience has been enriched and broadened, as we have been associated with students and professors who are not limited to a narrow zone of academic endeavour, but who bring to the general college life a sympathetic and understanding sample of our environment. Our students who have completed their studies in the evening division have been valuable as they have brought experience to education and have pointed out through their tenacious and laudable efforts the burning desire which augurs well for the destiny of our society.

The interaction of the University with the community to which it is dedicated, has had a leeway unusual in educational precincts — and this leeway has helped in a reciprocal manner both the community and the students.

Probably the outstanding facet of a Georgian education is its comprehensive wholeness, its unity and its intimate knowledge and observation of the forces which produce the life-blood of culture.

It is inevitable then that a college which operates in an atmosphere so closely resembling cosmopolitan life should be in an enviable position from which to train people for roles in this very type of atmosphere. The College has combined the medicine of wordly experience with the necessary critical and observational attitudes and has produced a formula of education which succeeds well. For it is founded on practice.

It has been said, that throughout the world today far too many graduates are uneducated. There is the feeling that a college degree is a relatively simple attainment, and apart from attendance at lectures and sporting events, suffi-

cient money for tuition and idle years are all that is required.

As we know all too well, this is not true of ourselves. We have been terribly busy these past few years. There has been a sense of urgency and necessity attendant to our undergraduate studies, a pressure which has motivated our efforts. We have had the feeling that society is awaiting our appearance. Our education has been carried on under the goad of this feeling.

The impelling factors have come from within our classrooms as we have discovered the areas which have been left half tended and have decided to attend to them. We have come to think of ourselves as necessary to the society, and we know that society will find use for the knowledge we have gleaned. Our aims and goals are personal in their direction, but they are social in their intention. The success we hope to savor will be measured in terms of the contributions we make, both to ourselves and to our fellow-man.

We intend to contribute much.

There are many things to look back upon as graduates of Sir George Williams College: Our peculiar division into Day and Evening Section, which gave rise to two almost separate entities solidly joined together by indetical aims and deep fraternal feelings. We shall remember the amiable conscientious professors who always had time to help us understand difficult material. We shall remember this type of friendship long after the particular subject matter has been forgotten.

We shall remember a tremendous little Giant of a man, who with paternal affection helped smoothe our path with words of understanding wisdom . . . the man who could inspire affection and respect as he advised us and strengthened our wills to succeed. The busy man who was always available . . . We shall not soon forget Dean Henry F. Hall . . .

The philosophy of Education which has guided our studies has been such that we can carry it into our professions and transplant the beliefs and truths we have learned. It is a philosophy of opportunity, created by necessity.

Assembled before you tonight, we feel equipped to perform the tasks for which we are trained. We possess knowledge, understanding, fraternity and, as some employers seem to feel, delusions of grandeur.

We have formed lasting associations amongst ourselves and we have come to value the opinions of our fellow-students highly and with reverence. To some of us, these days just past represent a symbol of the culmination of the best years of our lives. For others, these years have been fraught with toil and sacrifice in order that we might serve with a greater ability our own aims and the needs of a dependent world. No matter how personally we look upon the past few years of achievement, we find them filled with the brotherhood of intellectual understanding and fraternal affection. We consider the fact that we have been allowed to go to University and mingle with people of such character and personality an honor of the highest nature.

Our members of the Day Division are responsible for much of the College's program of events, all of which contribute to the strengthening of a proud yet not hostile Georgian Spirit. They are people who share the feeling that something worthwhile is accomplished through the happy and enriching bonds of Georgian fellowship. We have learned much from our fellow-students, and the easiest thing to learn was to like them.

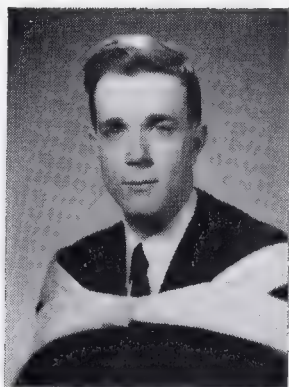
We shall miss these associations, and we shall never forget them.

As this is a time of thankfulness, we turn to the Board of Directors and the Faculty Members who have helped mold our thinking and who have been so important to our success. We appreciate and commend them for the interest they have shown in us, and for the hope they have shown in us, and for the hope they have expressed for our future well-being. Our parents and friends, who have provided the opportunity for a College Education and are responsible for our presence here tonight, receive too sincere expressions of our gratitude.

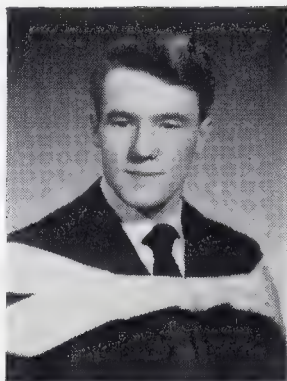
We are proud to stand before you here tonight as graduates of Sir George Williams College. We have come to receive the final recognition of our days of academic striving. We are here in triumph and splendor with our hopes rising. And yet, even as we prepare to carry out our plans and pledge ourselves faithfully to justify the confidence placed in us, our memories assault us and it is with a sincere sensation of regret that we realize . . . We have to come to say

FAREWELL!

GRAD CLASS OFFICERS...



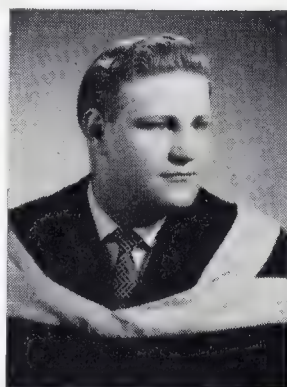
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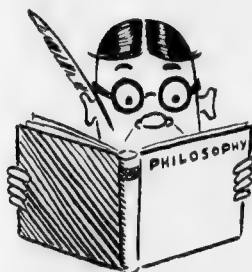
some Catholic, some Jewish — perhaps some belong to no organized faith and perhaps some to other traditions. Here is something that all great religions agree upon; religion is a personal experience that cannot be expressed in other terms or analysed and assigned to other categories. It is unique; it is basic; it is fundamental.

Our Quaker friends have a term they are fond of using. They talk about Inward Light. Yes, religion is not only a matter of the "testimony of the ancients." If it has reality it is the personal experience of each individual which counts. Someone (I don't know who) wrote "take from the altars of the past the fire, not the ashes." That's a good motto for students. Is it the fire of great ideas that you have gained or is it the dry as dust "ashes" of past and burned out generations?

But religion, or even a philosophy of life, is not only personal. It immediately takes in others as well as ourselves. The curious net-

work of society of which we are a part is inescapable. The other day a young man tried to shock me by telling me that he felt no responsibility for anyone but himself. How funny, how tragically ludicrous, these rugged individualists are! Surely education must take account of the social nature of mankind. May the graduates of this College be imbued with the spirit of brotherhood and sisterhood of mankind! "In vain thou deniest it," says Carlyle, "Thou art my brother; whether bound together by the iron chain of necessity or the silken cords of love."

Finally, as a parting word to the members of the graduating class may I say that it is my deepest conviction that there is a purpose in the universe and man has a place in that purpose. I have tried to teach you the principles of evolution but there is a passage in the first chapter of Genesis that I give you as a final word — "God created man in his own image."





GRADUATION CLASS... '53

WE now embark upon the inevitable section of the Annual devoted to the photographs of the graduating students — the first graduates of Sir George Williams College in this new Elizabethan Era.

It will be noted that the conventional data has been omitted from alongside the cuts, to be replaced by what the Editors hope will be of great interest to the reader — through it is felt that **anything** other than 'Favourite Quotation' would have been a blessing

Each graduate was requested to supply his or her personal answer to the following question:

The world is our heritage — yours and mine. We are its future leaders, administrators and legislators. Granted the power, what basic change would YOU impose upon tomorrow's world and its inhabitants?

When reading the answers at some future date, remember that the year Nineteen Hundred and Fifty Three was memorable for many reasons and significant for many others: It was the year . . .

Elizabeth II was Crowned Queen

Eisenhower Inaugurated President

Television Initiated by CBC

Armistice signed in Korea

Joseph Stalin Died

War & Peace Vied for First Place.

PLACEMENT INFORMATION



ARTS

TO the business mind he is a Utopian idealist. To the scientist he is all talk and no action. To the office girl and white collar worker he is a mysterious riddle who talks in circles. He himself is often at loss for an explanation. Who is this person who devotes four years of labour for a B.A.?

In the university, sandwiched between term papers and mountainous reading lists, he is still a prominent figure in campus activity. The newspaper office is his virtual monopoly, the debating and oratorical societies cultivate his select breed, the polyprobs would disintegrate without his support, while the C.C.F. caucus is his private sounding board as exclusively as the P.C.'s are a refuge for B. Comms. He scoffs at the Business Management clubs and regards "hero athletes" as a race of bufoons. The social science major is often cynical and bitter, the humanist is full of mystic hope and strong faith. He is getting a degree, but for what? He agrees full heartedly with the college slogan that the main goal of education is to shape a better personality for the purpose of sound citizenship. But the poor chap enjoys a meal once in a while.

This craving is of paramount importance to the prospective lawyer. To him a B.A. is nothing more than a wasted pre requisite for future legal practise. This creature would actually feel more at home in Commerce and as a result is

often a favourite target for the broad thinking intellectual set. A target for "tongue in cheek" cynicism — an envious position often proving a case "sour grapes".

This intellectual set becomes part of the ivory tower group that embarks on a post graduate career in the Social Sciences or Humanities. After a few more years of filling the contributors' section of the college newspaper, and complete with Master and Doctorate degrees, they are prepared for the cold cruel world. A lucky few secure teaching jobs in some obscure university while the majority are added to that class of leisure gentlemen of letters. A few of these "leadeless intellegensia" or "intellectual bums" finally worm their way into industry and their curse the day they failed to take a B. Comm.

The female counterpart, almost overwhelmingly B.A., is usually free of any such predicament. If she failed in nabbing a husband, and contemplates work, she can spend a year at typing and shorthand. Those who find themselves joined in matrimony do not necessarily have to resign themselves to a life of household drudgery — they can always put their Lit. courses to use in various culture societies or become presidents of their local welfare organizations.

MAX SHENKER

ARTS

AITCHISON, Margaret
Toronto
Westmount High School

"Extend and strengthen United Nations and outlaw war. First duty of each nation -- provide food for all its people; if sufficient cannot be procured, educate them to adopt birth control."

ANDREWS, Samuel D. (Tod)
Montreal
Bishop's College School

"A World Government based upon an enduring desire for peace and a respect for the individual. A World Society where tolerance, social equanimity and morality (working through a universal language) would alter the perverted values of materialism as the main aims of human endeavor."

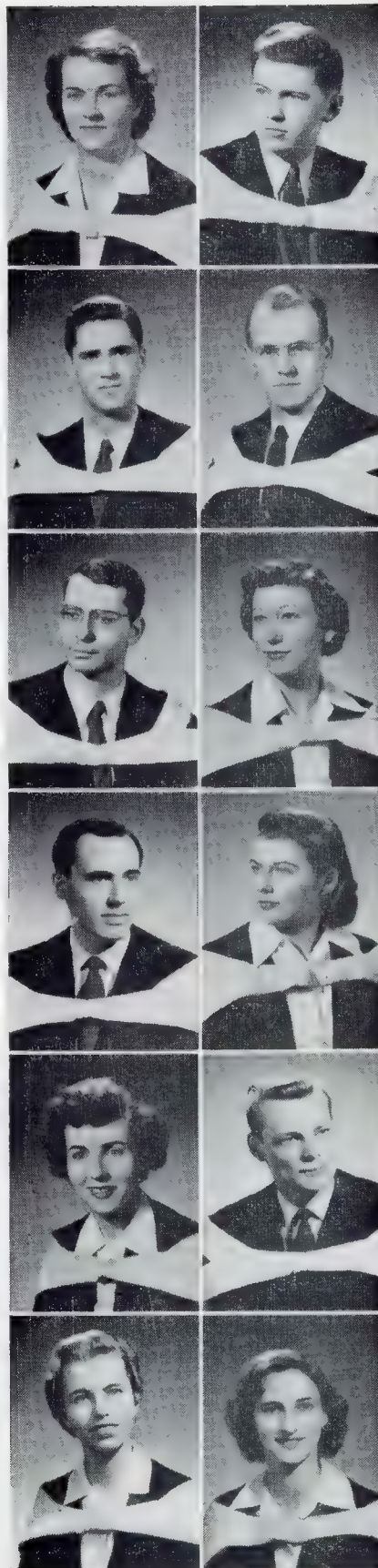
ASHER, Stanley A.

BARBER, Ronald
Kortryk, Belgium
Klein Seminarie, Roeselare

"Lasciate ogni speranza coi ch'en-trate . . ."

BARR, Irene Marion Stewart
Montreal
Verdun High School

BARRETTE, Janine
Montreal
St. Paul's Academy



BEATTIE, Stuart
Montreal
Huntingdon Academy, Huntingdon, P.Q.

"I am in favour of removing from this earth, either by disintegration or slow strangulation, witless undergraduates who believe they belong to an elite that should force its naive concepts upon the world."

BENNETT, Gerald C.
Bury, Que.
Du. y High School, Stanstead College

BETTS, E. C.
Montreal
Mount Royal High School

"A successful individual is one who has a wealth of friends. Impose on the world a new set of values, with friendship being indispensable, and the world will smile instead of groan."

FRUMKIN, Yetta J.
Montreal
Commercial High School

"This question is far too serious but I would like to have peace and stability, and the freedom we enjoy today. Today's world doesn't seem too bad at all!"

BEVERIDGE, John Ross
Westmount
West Hill High School

"Complete equality and opportunity for all races and creeds, particularly in regard to education and employment."

BISHOP, Ruth
Montreal
West Hill High School

"I would bring the aims of the United Nations Organization nearer fulfillment, by giving the people of all nations **faith** in their God and in the brotherhood of **all** men."

ARTS

BONNELL, James Richard
St. Catharines, Ont.
Verdun High School

"I wouldn't impose any basic change upon tomorrow's world and inhabitants. Basic change should take place gradually and be caused by the majority."

BOROS, Ondrej
Cepa, Czechoslovakia
Hebrew Gymnasium

BORROW, Philip
Montreal
Baron Byng High School

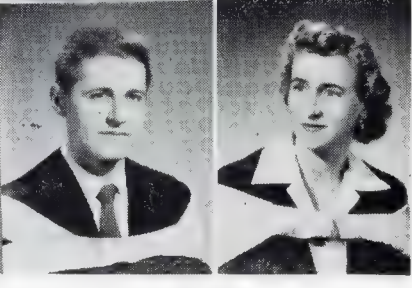
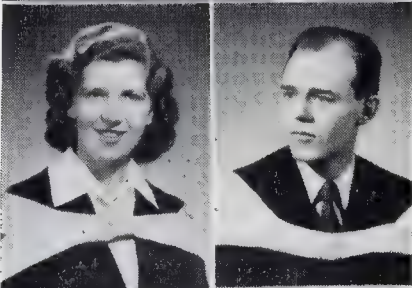
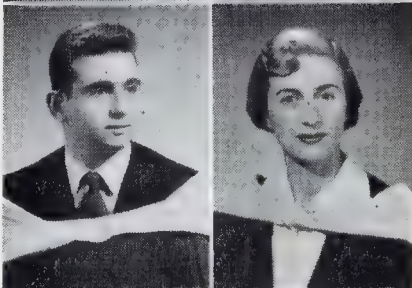
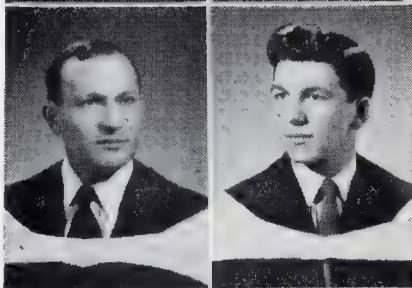
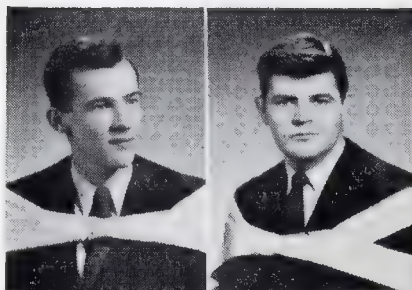
"Exactly the opposite of what is imposed on today's world and its inhabitants."

BOYD, Alice Dorothy
Montreal
Verdun High School

BROWN, Levine Barrington
Kingston, Jamaica, B.W.I.
Strathford High School

BUCHKOWSKY, Michael Gerald
Montreal
D'Arcy McGee High School

"The elimination of all misery and grief caused by thoughtless avarice with the ultimate goal of happiness for everyone."



BUTLER, Robert Gordon
Saint John, N.B.
Saint John High School

"I guess I'd finally put through the Montreal Subway."

BUTTERS, Samuel
Montreal
Baron Byng High School

"I would abolish all nation states and make one government for the world."

CALIB, Rachel
Montreal
Baron Byng High School

"I would try to make each country free and independent governed by a democratic government."

CHENEVERT, John
Montreal
Westmount High School

"I would impose a greater understanding between people, that individuals and nations could live side by side in peace and happiness."

CHAISSON, Antonio Michael
Rogersville, N.B.
Sir George Williams High School

"Implant in men's minds the fundamental importance of the **unity of knowledge**; that is the full use of both our spiritual and material resources as a means of achieving a better world."

COLLIER, Miriam Betty
Montreal
Verdun High School

ARTS

CONNERS, Kelvin Ross
Montreal
Sir George Williams High School

"An educational system to eliminate racial, religious and colour prejudices; also a fairer distribution of the world's resources to help relieve much of the hunger and poverty."

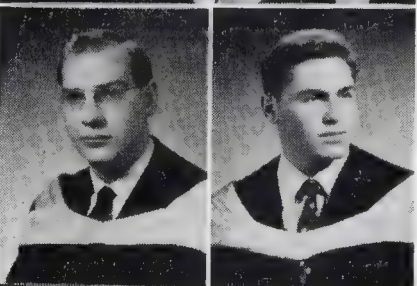
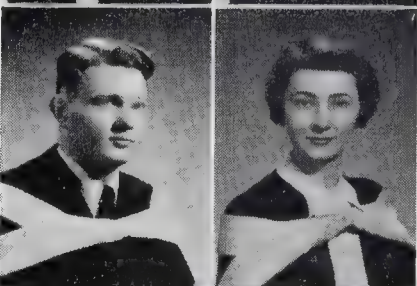
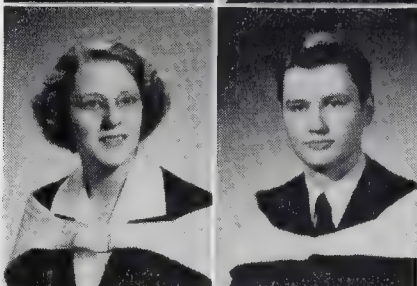
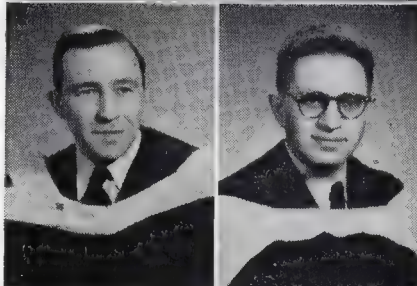
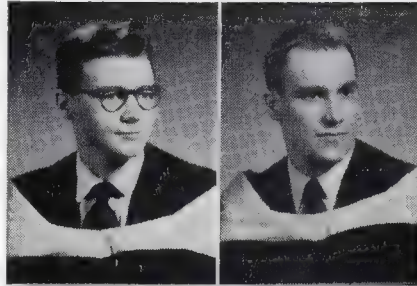
COOGAN, John F.
Cobourg
De La Salle High School, Toronto

CORY, Winnifred Cavell
Saskatoon
City Park Collegiate, Saskatoon

DE BRETIGNY, Cecil
Montreal
St. Laurent High School

EDY, James D.

FERBUSSON, Janet H.
Temiskaming, Que.
Longueuil High School



FINDLAY, Francis Cecil
St. Lambert, Que.
St. Lambert High School

"I would burn all present-day high school history books and make illegal the dissemination of fairy tales."

FOGEL, Samuel

GILMAN, Malcome Rae
Massachusetts, U.S.A.
Newton High School

"I would seek to eliminate suspicion and bigotry among men by instilling in them a sense of understanding for, and cooperation with, one another through a vast programme of education and inter-communication."

GIRARD, Renee
Montreal
Montreal High School for Girls

GOSSACK, Harold
Montreal
Strathcona Academy

"Remove the fear of aggression prevalent in the minds of most people; let us no longer train youths to be proficient in the use of arms, but to maintain a position in society rather than against it."

HALTRECHT, Muriel Norma
Montreal
Strathcona Academy

"I would legislate for the progress and advancement of parenthood with the view of improving childhood life, in order to accomplish the abolishment of juvenile delinquency."

ARTS

HAMMOND, Barbara Jane
Toronto
Montreal West High School

HENRIKSEN, Lloyd (Alrik)
Cornwall
Cornwall Collegiate and Vocational
School

"Elimination of thoughtless avarice, the adoption of a universal language, preferably English. Free education for deserving college students. Abolition of the 'cheap' pocket novel and 'humourless' comic. New autos for tramway survivors."

HURAJ, Irena
Montreal
Commercial High School

JACKSON, John D.
Montreal
St. Laurent High School

"I would not attempt to impose a basic change on 'tomorrow's world'. However, through influence and contact, I would attempt to instill a basic attitude of cooperation as opposed to competitive living."

JACKSON, William Herbert
Saskatoon
Nutana Collegiate, Saskatoon

"I would like to see the fundamental religious philosophy which most religions embody in their teachings come to the fore. This is, of course, the love and fellowship of man."

JAKEROW, Gregory S.



JASLOW, Lilian

JOHNS, Ruth Constance
Montreal
Montreal West High School

"I would expand the ideas set forth by the United Nations and ensure the free exchange of the produce of the earth so that all mankind be adequately sustained"

JONASSOHN, Kurt
Cologne, Germany
Friedrich Wilhelm Gymnasium, Cologne

"I would abolish the normal curve and the objective examination in education and try out a system of education which teaches people to manipulate ideas and to think for themselves."

KAZI, Ralph George
Budapest, Hungary
'Berzsenyi' State, Budapest

KLEIN, E. Ted
Belleville, Ontario
Technical School, Belleville

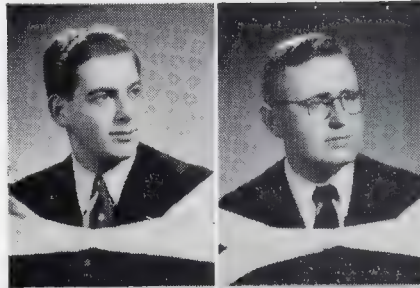
"I would attempt to so teach people that they would learn to think and do for themselves, using good principles in confidence, Christian or otherwise, and not to look always for approval, in weakness, from the mob."

KULA, Sam
Montreal
Baron Byng High School

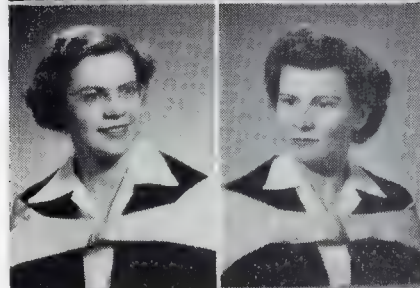
"In an age of conflicting ideologies and fanatic dogmatism, tomorrow's children should be endowed with the gift of laughter and a sense that the world is mad."

ARTS

LACK, Eric Malcolm
Montreal
Strathcona Academy

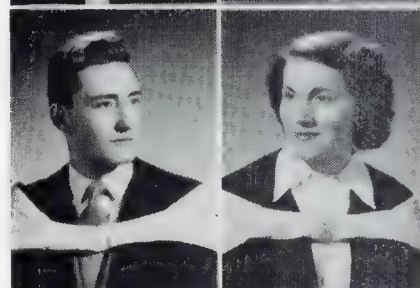


LAPP, Margaret Alma
Edmonton
Victoria High School



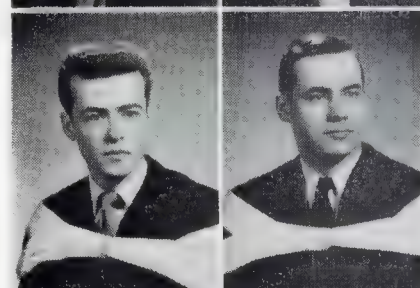
LEAMY, James Andrea David
Montreal
High School of Montreal

"Man must, if he wishes to survive, rid himself of his seemingly insatiable greed. We must all learn to give up a little of our ambition, both as men and nations if we are to end world strife."

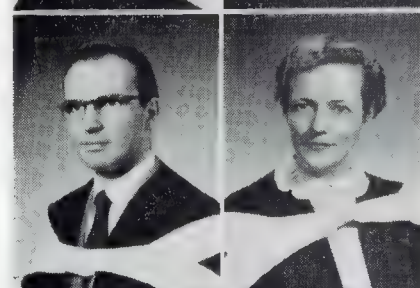


LEGGATT, B. Stuart
Montreal
West Hill High School

"Only through the realization that intellect, clear sight and truth, rather than the present preoccupation of the world with material well-being, will unity in the world be attained."

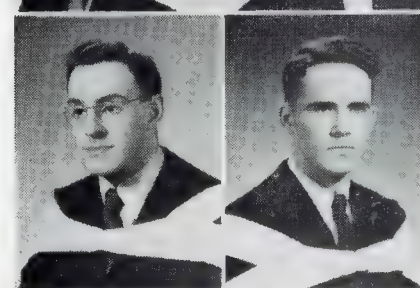


LESLIE, Wilbour Martin
Dundee, Que.
Montreal High School



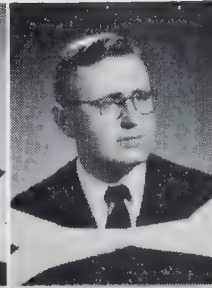
LINDER, George
London, England
Haverstock Central School

"The source of such power would determine my freedom of action. What about the power to deal with the basic reaction resulting from the basic change?"



LITWACK, Bernard Herbert
Montreal
Strathcona Academy

"I would have people pause and introspect much more than most now do, for, as the old but still pertinent Socratic adage runs, 'The unexamined life is not worth living.'"



LOISELLE, Phyllis
Montreal
Sir George Williams High School



LUCKO, Judy L.



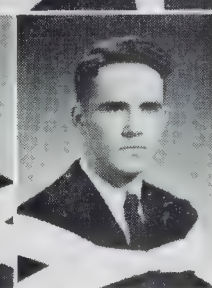
MacGOWAN, Stanley J.
Montreal
Montreal High School
"Impose compulsory arbitration."



MACLAGAN, Hope
Montreal
Sherbrooke High



MADIGAN, Kevin
Montreal
Loyola High School



ARTS

MAGONET, Allan Philip
Montreal
Baron Ryng High School, B. Comm.
McGill

MAIR, James Bartlett
Georgetown, P.E.I.
Prince of Wales College, P.E.I.

"So that the greatest potential of every man be respected and used for social advancement, let society have cooperation in material pursuit, individuality in creativity, and knowledge founded on scientific truths."

MAPP, Vilma F.

MARCHANT, Roland Louis
Penetang, Ontario
De La Salle High School, Toronto

MAXWELL, Martha Marian
Cornwall, Ont.
High School for Girls, Montreal

McEWEN, William Robert Weldon
James
Montreal
Verdun High School

MILLER, Gerald B.
Montreal
Lachine High School

"I would establish a world government on earth. Man today is living in a world of constant warfare and fear. Each country should give up its right to possess armed forces to a supreme body. Only world government can bring peace on earth."

MITCHELL, E. M.

MITCHELL, Frank B.

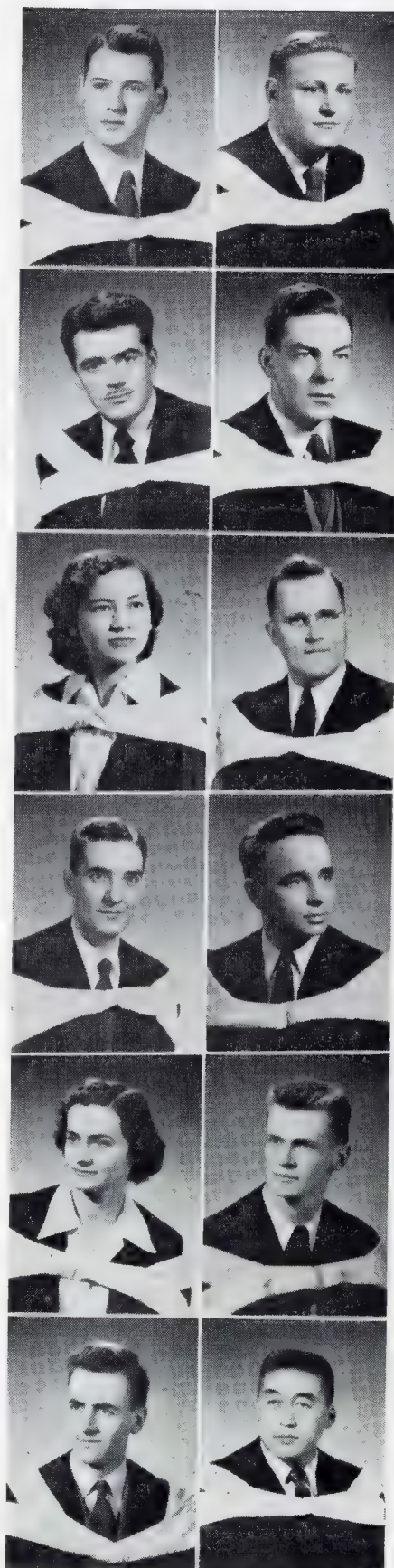
MONDOR, Donald Joseph
Montreal
D'Arcy McGee High School

MONTAGUE, Stephen
Montreal
Montreal West High School

"Follow Ireland's lead and have the nations' economy based on a lottery system, be as consistent in foreign policy as the U.S.A., and have more Charlotte Whittons."

OKI, Gustave
Vancouver
Central Collegiate, Hamilton, Ont.

"The only study of mankind is man, individually and collectively. Therefore, we must concentrate, rationally and realistically, all our efforts on the understanding and appreciation of his intrinsic, ultimate worth."



ARTS

OLANICK, Maurice Kole
Sydney, N.S.
Strathcona Academy

"The elimination of these selfsame leaders, administrators and legislators would be the most liberating event that could happen to man then there would be no one to bound him, grieve him, and protect him with world wars and organized corruption."

OLIVER, Bernard Harry
Montreal
Baron Byng High School

"Every man is born into certain surroundings and economic situations by chance. Those who have the opportunity of acquiring an education may end up as some type of leader in our society. What I'd like to see enforced is international law, racial freedom and religious equalities."

PEPPER, Pearl
Montreal
Strathcona Academy

PERKAL, Stephen

PHILLIPS, Trevor J.
Manchester, England
High Pavement, Nottingham, U.K.

"It is said that through religion international peace can be attained, and yet even NATIONAL harmony is often shattered because of the Battle of the Faiths. Let us face reality and reorientate ourselves through the medium of one God — minus the ecclesiastical embellishments."

POWELL, Grace Lucille
Detroit, U.S.A.
High School for Girls, Montreal

PREVOST, Oliver G.
Kingston
Regopolis College

RAKMIL, Dorothy H.
Montreal
Strathcona Academy

REID, Gordon Henry
Montreal
Verdun High School

"I would impose a humbleness of spirit towards God and man, and world wide practice of the basic teachings of Jesus Christ."

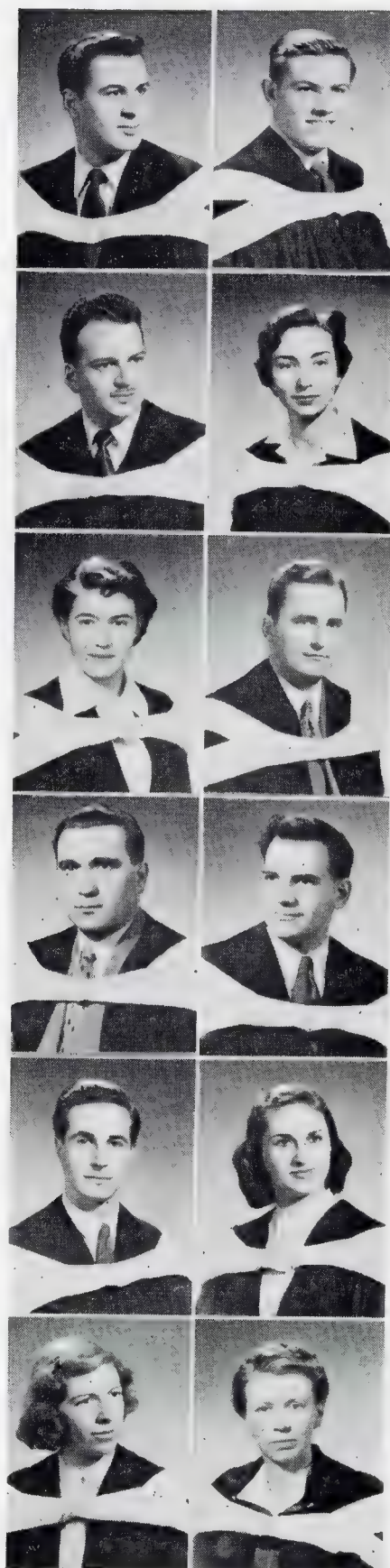
RENAULT, Leslie Reginald
Montreal
Sir George Williams High School

"Not by imposition, but by example, the leaders of tomorrow must do more giving and less taking. Christ and his teachings must be given a real chance."

RIBACK, Mrs. Dorothy B. G.
Toronto
Strathcona Academy

RIDLEY, Roberta
Montreal
Westmount High School

"Convince a man
Against his will
He's of the same
Opinion still"



ARTS

RING, Lloyd Jordan
Saint John, N.B.
Saint John High School

ROBERTSON, Anne
Montreal
Westmount High School

"I don't feel qualified to impose changes. However, I suggest that cultural ambassadors or information be exchanged with each country, so that there would be fuller understanding between peoples."

ROSSAERT, Lucien Norbert
Montreal
High School of Montreal

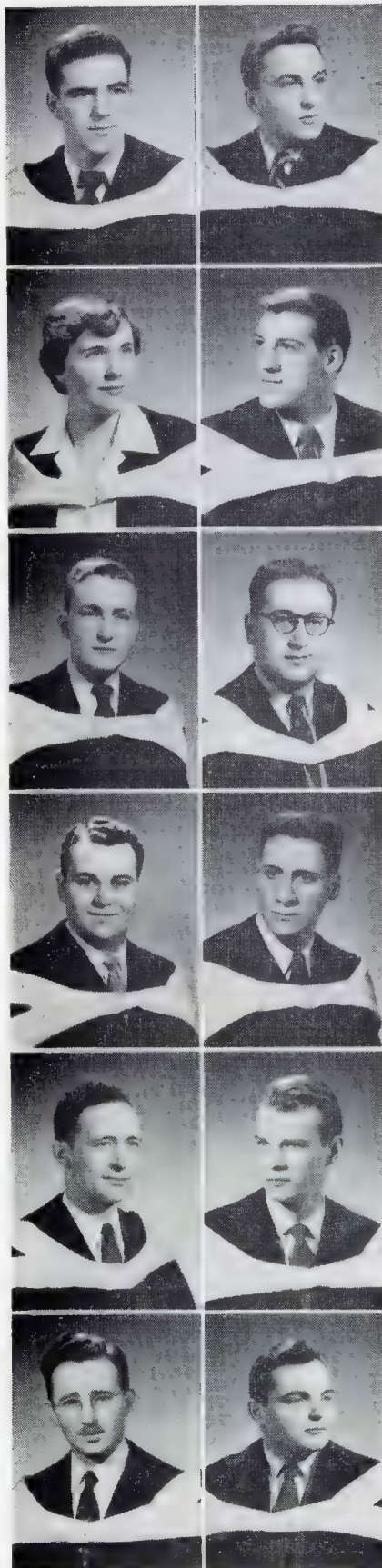
"The basic change I would suggest is a union of all English speaking nations under one central government. This union could then be used as a core for the formation of a world government."

SCHNEIDER, Gerald Lenard
Montreal
Baron Byng High School

"The world is in a dogmatic situation, which can only be remedied by education of the masses, all over the world, especially in the Near East."

SEAMAN, A. Ross
Montreal
Westmount High School

SELICK, Abel David
St. John, N.B.
Montreal High



SHENKER, Max
Montreal
Strathcona Academy

"A closer integration of the "Liberal" and "classical" schools of education. Each tends to extremes".

SILKAUSKAS, Joseph
Montreal
Catholic High School

SILVERMAN, Israel N.

SILVERMAN, Peter Guy
Montreal
West Hill High School

"Elimination of nation states. In place of one flag, one nation; one flag, one world."

SINCLAIR, George
Saint John, N.B.
Saint John High School

"Who? Me?"

SMITH, Howard E.

ARTS

SMITH, Patricia Ruth
St. Lambert
St. Lambert High School

SMITH, Robert Graham
Verdun
Verdun High School

"Christianity For two thousand years we've been worshipping 'not this man, but Barrabas'. Let's concentrate on Christ's teachings which constitute the greatest wisdom ever uttered with regard to philosophy, economics, government, marriage, etc."

SOUAID, Victor
St. Martin, Beauce Co., Que.
Quebec High School

"Grant to each and every individual liberty, equality and fraternity; Impose tolerance and moderation over all races and religions; Administrate justice so that it would be fair and equitable to all; Impose social laws to help the background peoples and aid the poor all over the world."

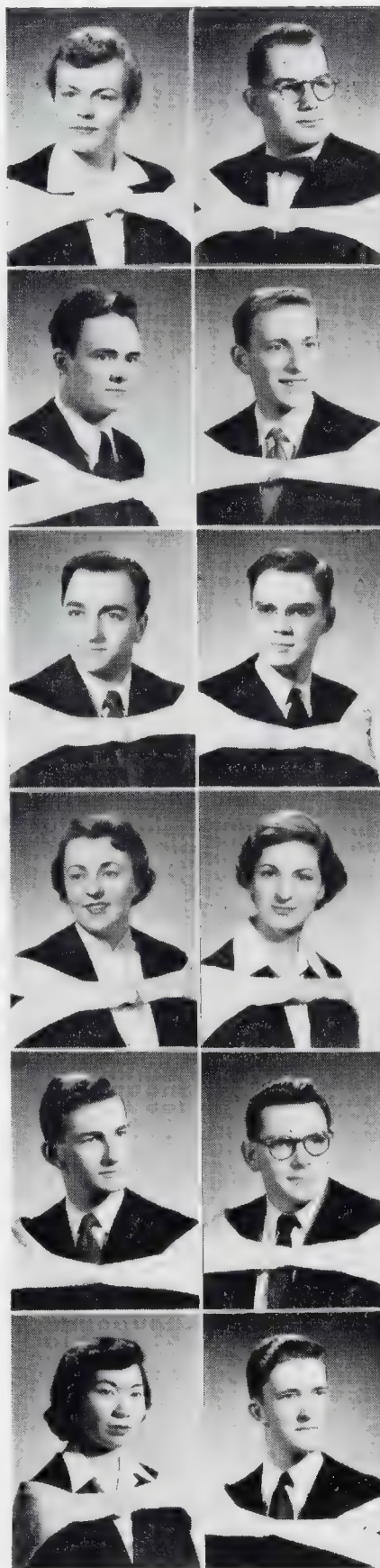
STARR, Clare I. (Mrs.)
Lipcan, Roumania
Ross Tutoring, Montreal

"Due to my democratic inclinations, I would hesitate to **impose** any change upon the world's inhabitants but rather take my cue for change as it is evolved by the existing society."

STEAD, G. E. S.

TAGUCHI, Lucy
New Westminster, B.C.

"We must lead toward wider intellectual horizons, to broader social outlooks, and to more generous forms of ethics — remembering always that action, is the proper fruit of knowledge."



TEITELBAUM, Morty

THOMPSON, Richard George
Montreal
High School of Montreal

VOADEN, William J.
Toronto, Canada
Forest Hill High School

"I would seek to eliminate wast to raise the standard of living; one of the most effective ways of accomplishing this is to abolish the use of alcoholic beverages."

VINEBERG, Ellen
Montreal
Weston School

WADDINGTON, E. C.
Merritt, B.C.
Quebec High School

"The basic change that I would impose upon tomorrow's world is simply this: that all people be free to choose their own form of government."

WALSH, John A.
North Bay, Ont.
Loyola High School

"That man guided by the knowledge that he is a creature of God, not a god himself, should 'live and let live', restoring peace to the world."

ARTS

WHITEHOUSE, Eileen
Montreal
High School for Girls of Montreal

"I would impose a world government upon the world and make all the inhabitants healthy and intelligent. This would eliminate wars and, of course, hypochondriacs."

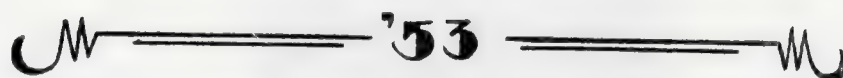
WOOLEY, Mrs. Marguerite
Montreal
Sir George Williams High School



XENOS, Mary
Montreal
Verdun High School

ZAKAIB, Stephen
Montreal
Montreal High School

clandestineness would be conducive to "the elimination of hypocrisy and the growth of the world, for these falsity manners and morals to such an extent that they become mere shams."





SCIENCE

TO the uninitiated the world of science is a compendium of mystic laws, hieroglyphic formulae, incomprehensible principles and putrid odours . . . to many science students the enigma is a thousand-fold. Fortunately, however, the aforementioned uninitiated are endowed with a keen sense of misinterpretation, attributable no doubt, to ignorance of the facts. After all, what responds to logic and appeals to common-sense more than science with its laws based on conclusions established by experiment and its principles derived from experience?

Scientific study provides a better knowledge of the whys, whats and hows of existence, as it is now, as it was in the past and as it will be. By it we learn of the structure and function of almost every object on earth, we learn of the relationship between these objects; of the relationship of the simple atom to the complex structure that is man, for example; and of the nature of the component parts that make up each object. This knowledge is the means which enables man to control his environment . . . and as the knowledge increases so does the control. This, of course, implies that the ultimate aim of the scientist is to provide the artist's paradise at the economist's price. So be it.

Science is alive, dynamic and immediate. It has investigated everything that exists today and should something new crop up tomorrow it will promptly investigate it. Thus science may well be regarded as constructive curiosity, and without a doubt it possesses an intrigue that knows no parallel in either Arts or Commerce. When a science student commences an experiment, no matter how routine, he is never sure what the end result will be . . . he may know what it **SHOULD** be but the actual answer is never known till the experiment is completed. It can be seen then that sciences, as a study, has definite values other than its practicability and utility.

By its very nature science imparts to the student an awareness of the vastness of space, of the complexity of life and of the relative unimportance of man in the total scheme of existence. This knowledge more than anything else explains the scientist's lack of interest in purely intellectual pursuits, and although he often appreciates art for art's sake he rarely participates actively, for his is a difficult task. It is the challenge to Nature's supremacy.

R. G. MacDONALD

SCIENCE

AITKEN, Robert Vaughan Creery
London
Royal Canadian Naval College, B.C.

"A unified system of education which would help to create world-wide understanding as a basis of world government; absolute arbitrary force vested in the U.N. to ensure the promulgation of its decisions."

ALEXANDER, Roslyn Bruce
Verdun
Verdun High School

"I would liberate man's mind from all forces which tend to suppress or

BARNES, Eric A. B.
St. Boniface, Man.
Lachine High School

"A mutual imposition of a sense of cosmopolitan humanitarianism, international equity, and individual freedom would be my contribution to future mankind."

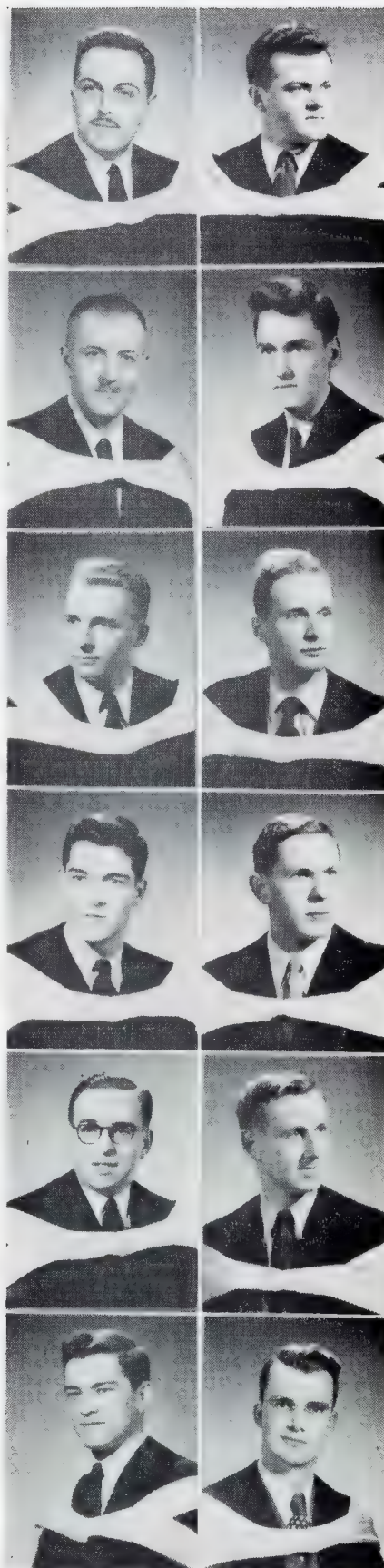
BENNIE, Stewart Hugh
Montreal
West Hill High School

"Modern Science's new methods of transportation have brought the peoples of the world closer together. We should have a language apart from our own so we may understand each other."

BERESFORD, Arthur Charles
Belfast, Ireland
Montreal High School

BONNELL, Thomas Barry
Verdun
Verdun High School

"Damned if I know."



BORDELEAU, Andre
Joliette, Que.
St. Viator's High School, Joliette

"Greater understanding between men. If this is not achieved, everything else will fail."

BOWLES, Walter Hartland
Montreal
Montreal West High School

"I would like to remove the barriers existing between the various peoples of the world, and the unhealthy prejudices held by so many of these people."

BROUGH, Frank Sheldon
MONTREAL
Glebe Collegiate, Ottawa
CAMPBELL, Donald Cr.

CANN, Malcolm Calvin
Yarmouth, N.S.
Yarmouth Co. Academy

"A better understanding of the problems of our world. We must not only realize that improved understanding is necessary but we must act to see that that understanding is reached."

CARR, Arnold J. S.
MONTREAL
Sir George Williams High School

SCIENCE

CHARLAND, Guy
MONTREAL
St. Stanislas

"My aim in life is to tell people to try to understand each other. I would like to bring down the barriers between races. My motto: 'Better Understanding'."

CROWE, Peter Douglas
MONTREAL
Westmount High School

"Mined gold, a commercially useless metal, government subsidized at great cost, forms the basis for world economy. I would replace this 'gold standard' with metal (s) of more practical value".

DARKER, Nancy Patricia
MONTREAL
High School for Girls, Montreal

DUPUIS, Yvon
Ferland, Sask.
Ecole Universelle d'Orientation

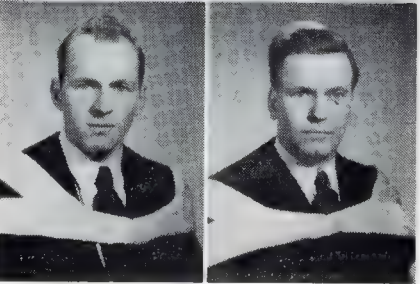
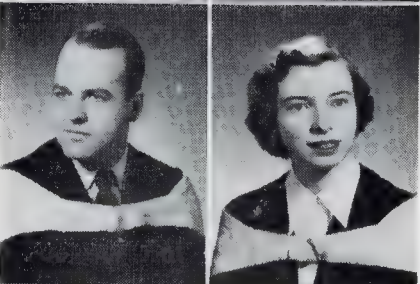
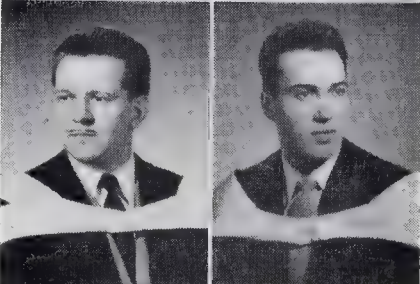
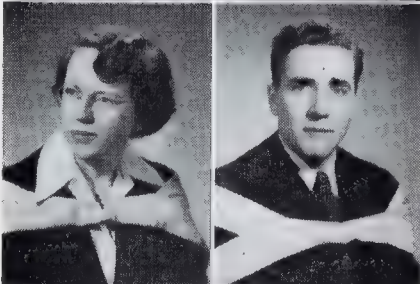
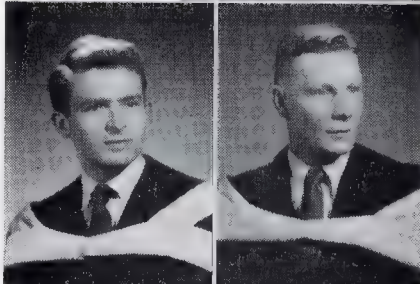
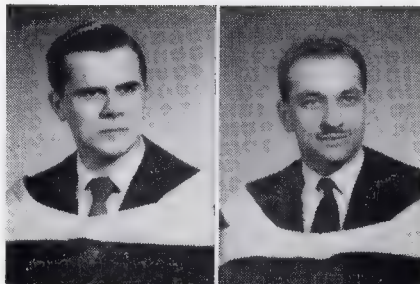
"Common tenets of faith and a universal language though highly idealistic, would be the path to the true Brotherhood of Man. Through these, Peace could at last be obtained, and the Golden Age of mankind realized."

EDGAR, Ernest Robert
Brockville
Brockville Collegiate Institute and Vocational School

"No basic change is necessary if all would live up to the fundamental principle of social living as expressed by Avadana Sataka, 'Walk in the path of duty, do good to your brethren, and work no evil towards them.'"

FARNWORTH, Clifford Frederick
MONTREAL
West Hill High School

"I am one who believes in a rather gradual instruction of new ideas. We should promote social progress in the world and better the standards of life."



FOREMAN, Robert James
Louisbourg, N.S.
Loyola High School

"I would further the cause of democracy and provide equal opportunity in matters of education and higher standards of living for all."

FLOWER, Sydney
Cleveland, Ohio, U.S.A.
Baron Byng High School

"I would strive for racial and religious tolerance, as well as world government."

FRIEDMAN, Shulom (B.A.)
MONTREAL
Baron Byng High School

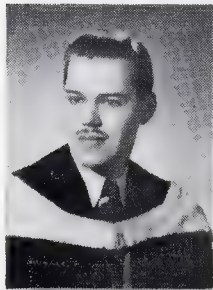
GOODMAN, Phil
MONTREAL
Baron Byng High School

HARPER, C. Anne
MONTREAL
Weston School

HOGUE, Stuart Fleet
Montreal
Strathcona Academy

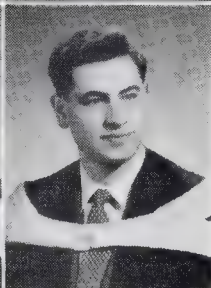
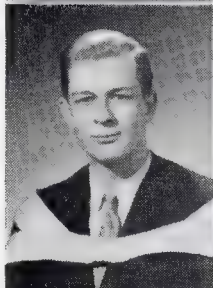
SCIENCE

HONEGGER, Basil W.



KEARNS, Sidney, S.
Coaticook, Que.
Malvern Collegiate Institute

HOWELL, John Alfred
Montreal
Westhill High School



KURTZ, Hy

HUMBER, Leslie G.
Kingston, Jamaica, B.W.I.
St. Leo's Academy, Westmount



LEPIK, Helve
Tartu, Estonia
High School of Tallinn, Estonia

"I do not want any change in the future world; I want to change today's youth — they say they know all the answers, but do they know all the questions?"

JAKOVICS, Maria

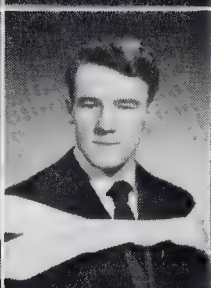
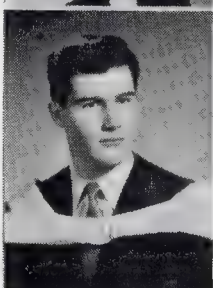


MACE, ROBERT A.
Montreal
St. Leo's, Westmount

"One must clean his own linen before his neighbour's. Therefore, I would replace the Duplessis regime with a more democratic one."

JEARY, Richard David
St. Lambert
St. Lambert High School

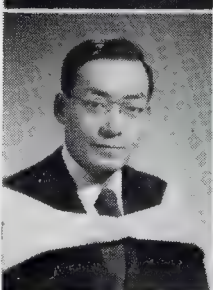
"Free education"



MACDONALD, Richard Greene
Kilbarchan, Scotland
Paisley Camphill Secondary

KABAYAMA, Michiomi Abraham
Khnazawa, Japan
Raymond High School, Raymond, Alberta

"Education toward the belief in one brotherhood of man, and that co-operation and mutual understanding will have more lasting beneficial effects than hate and competition. Children would be taught the glories of a Ghandi or a Ceresole rather than an Alexander or a Napoleon."



MACDONALD, Francis H.
New York, N.Y.
Washington Irving E.H.S.

"Deny a college degree to whoever dreams up a dull question such as this."

SCIENCE

MARWOOD, Ronald Keath
Moosejaw, Sask.
Westmount High School

"That change which would end world conflict and produce lasting harmony between peoples. Any suggestions?"

McKAY, David John
Montreal
Verdun High School

"Had I the power to make the mold for future generations I'd need the mind responsible for Genesis and Revelations To make all men live in peace and not in warring nations."

MENARD, Claude
Glen Robertson, Ont.
Alexandria High School, Ontario

MITCHELL, Eric Godfrey
Montreal
High School of Montreal

"I would raise the world's standards by the distribution of food, medical and dental care, clothing and housing to all peoples, everywhere. By providing an economic system to absorb productivity, services and soils fertility, and the utilization of natural resources. By giving at least a basic education for living."

MITCHELL, Walter
Verdun
Verdun High

MOULTON, Donald Alonzo
Montreal
West Hill High School

"That change which would enable peoples of different countries to communicate with one another via the media of one basic language."



MUIR, Stanley B.
Howick, Quebec
Howick High School

"As an evening student, I propose free college education for all who have the ability, thus easing for many the double burden of earning a living while studying."

NESTOR, S. J.
Montreal
High School of Montreal

"I would have all nations give up their sovereign power to make war. My belief is that there is no dispute among nations grave enough to justify the mass slaughter of human beings."

ODLE, Jack Gordon
Barbados, B.W.I.
Barbados Academy

"I believe in the oneness of the world, let us all work to that end."

PALKO, Michael Matthew
Czechoslovakia
St. Joseph's High School, Windsor, Ontario

PAUL, Talbot O.
Port of Spain, Trinidad, B.W.I.
Pamphylian High School

"A world court and government backed up by a universal military force should be formed to arbitrate and legislate international problems, organized in a similar manner to our Federal and Provincial Governments."

PILKINGTON, Harry

SCIENCE

PINTAR, Joseph
Jesenice, Yugoslavia
D'Arcy McGee High School

"The keynote would be HUMANISM —Humanism to supply equilibrium to man's rampaging 'Scientific Machine' before it gets so vastly out of phase with the Social Sciences as to destroy him."

POGSON, Milton

ROSSANIGO, Maria C.

SHAVER, William Allan
Montreal
West Hill High School

SIMONEAU, Marcel Gerard Vos.
Montreal
Notre Dame de Grace High School

"I would prohibit the employment of married women in industries and business. It might sound a little old-fashioned in an Atomic Age, but to me it seems the best way to improve morals, reduce selfishness, increase family spirit, reduce divorce, and make living more natural."

SINCLAIR, Wm. Lawrence
Winnipeg
Lower Canada College & West Hill High School



SMITH, Robert Stephen
Lachine
Lachine High School

SORENSEN, Frank E.
Hamilton, Ontario
High School of Montreal

"Stimulating others, rather than imposing upon them, results in worthwhile achievement. Any useful changes in tomorrow's world that I might make, will be accomplished by using this principle."

STEINBERG, Florence
Montreal
Strathcona Academy

STEINMAN, Arnold
Montreal
Strathcona Academy

"Increase the education standard by:
(1) the interchange of students to establish a coherence of thought
(2) abolishing all lectures, enabling the student to establish a program for his own use and research."

STEVENS, James Francis
Dorchester, Mass., U.S.A.
St. Vincent's High School, Saint John, N.B.

"I would direct my efforts toward a strong United Nations, with emphasis towards a more humanistic attitude by all peoples of the world."

STRELIS, Indrikis
Lithuania
Kaunas High School

"Freedom and independence to all nations."

SCIENCE

STUCKER, William Alfred
Verdun
Verdun High School

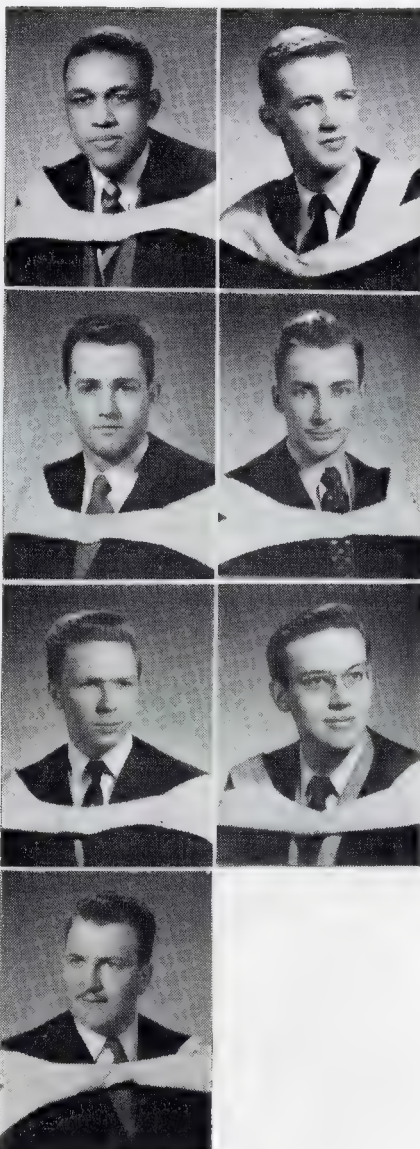
"Old Socrates said 'know thyself'
And this we all must do
For till I know just what I am,
What will I make of you?
If I had power from above
To change the hearts and minds of men,
I'd teach them to one another love,
And be forever friends."

TUCKER, Jack
Montreal
Commercial High School

"I would do everything in my power
to banish fear and greed from the
earth. I want my fellow men to enjoy
the gifts of men and nature."

VALIQUETTE, Guy Cr.

VAN DUSEN, Irving A.



WATSON, Alan William Brian
Alexander, Manitoba
Pembroke Collegiate Institute

"I puzzled, I pondered,
I thought quite a lot
Trying to answer
This question I'd got.
But then it just struck me
As quick as a wink.
The fellow who'd asked it—
He too couldn't think."

WEISE, Paul
Toronto
Humberside

"The same basic education for all
people would probably alleviate most
of this world's ills. Such an educa-
tion would have to be liberal and
equivalent to at least a Senior Matri-
culation."

WHITE, Keith
Toronto
Granby High School

"I don't know."



COMMERCE

EACH and every one of you whose picture appears on the following pages is now a full fledged, natural born B. Comm. You have spent from four to six or more years reaching this exalted position, and for this you naturally deserve some credit, especially those of you in the evening division. However, and here we wax cynical (satirical — might be better) this most certainly does not mean that you now have the old world by the tail, or that you are definitely destined to become a captain of industry, or any other such rot.

As a matter of fact, all that it does mean is that you now have a few letters behind your name and are possessed of much unchanneled knowledge. You of the day college will soon be faced with the unfortunate task of trying to convince some hapless personnel manager that you are worth hiring; while you of the evening college will be in the sad position of having to try to persuade your present boss that you are worth a little more money now that you have a degree.

Undoubtedly you feel by now that the Joe who wrote this article has, to use the colloquial, holes in his head. This may be so. Nevertheless, too many graduates of to-day are filled with a lot of foolish fancies about the money they're going to make and the jobs they're going to get; and too many graduates of one or two years ago are beginning to realize that there are a few

thorns too many in this bed of roses called Business. The picture is not too gloomy, however, and the main things are to realize your own shortcomings and then to work like blue blazes. Then, perhaps, you will become one of those 'Captains of Commerce'.

But enough of this two-bit moralizing. We have spent some very pleasant and undoubtedly worthwhile years at Sir George, and all of us have been left with some permanent impressions of the place, and of the courses we took. With regard to the latter, we probably will never forget Accountancy and the inimitable Mr. Finnie. How could we? And how many times did we sweat over speeches for English 120 or fall asleep in Humanities. These are but a few of the many things to look back on; there are many more. Of the College itself — the bustle, the crowds, the trough, and the annexes, — all form an integral part of the memories of our higher education.

In closing, just this. If you had enough basic intelligence to come to Sir George, in the first place, then to enter the faculty of Commerce and finally, to get your picture plastered on one of the following pages; then surely you still have enough left to go out and fulfill those foolish fancies of yours. If you haven't, then 'Requiescat in Pace'.

BRIAN WATSON

COMMERCE

AVON, Peter Eug.
Montreal
Catholic High School

"The most necessary basic change is in man's attitude towards his fellow men. In all walks of life, in all classes the main ambition is to 'get ahead'. Few ever consider (or care) what effect their actions have on the rest of mankind."

BAILY, James Alfred
Montreal
Catholic High School of Montreal

"I would establish universal educational standards under which moral ideas and human dignity would be taught. I would replace history books by others in which truth would be respected and responsibilities established or equitably shared."

BADKE, William Frederick (B.Sc.)
Toronto, Ont.
West Hill High School

BAHEN, Lorne
Montreal
D'Arcy McGee High School

"Granted the power, I would abolish the atom and hydrogen bombs and all the armies of the world. These changes could bring about world peace which should be our chief aim."

BERIAULT, Gilbert
Montreal
College Stanislas

"Who wants a change, unless he is unhappy with what he has now? I am happy, aren't you?"

BISAILLON, Paul E.
Montreal
St. Ann's Boys School

BOUCHER, Ronald H.
Montreal
Loyola High School

"Make all people turn towards God. Not only the leaders, administrators, and legislators, but the every-day business man. For without God, how can we ever attain our goal, Peace."

BRADLEY, Joseph Gerald
Sydney, Cape Briton
Lennoxville High School

"No comments"

BROME, Alfred
Montreal
High School of Montreal

BROWN, David M.
Montreal
High School of Montreal

BURNESS, Gordon L.
Wadena, Sask.
Wadena High

CAMPBELL, George Edgar
Moose Jaw, Saskatchewan, Canada
Central Collegiate, Moose Jaw

"No printable comments."



COMMERCE

CARMENT, Malcolm Andrew
Montreal
Lower Canada College

CARSON, William Robert
Saint John, N.B.
Saint John High School

"Better understanding of one's fellow men. More economic, social, and political cooperation amongst the nations of the world, and with such, 'Peace on earth — goodwill towards men.'"

CLARKSON, Leslie Gordon
Montreal
Verdun High School

"I would force each citizen of each country to spend a minimum of two weeks per year in the country with the culture most opposite that of his own."

CONNOLLY, Thomas
Montreal
Sir George Williams High School

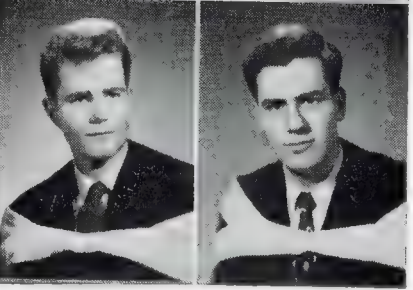
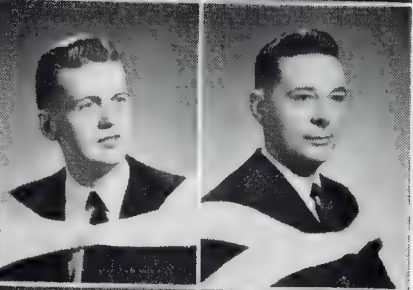
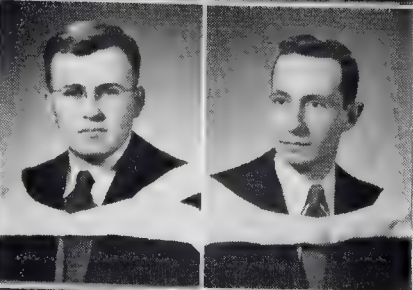
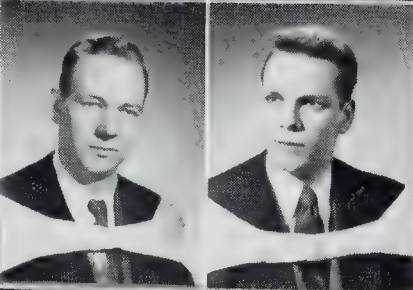
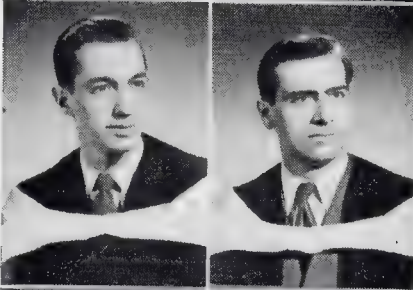
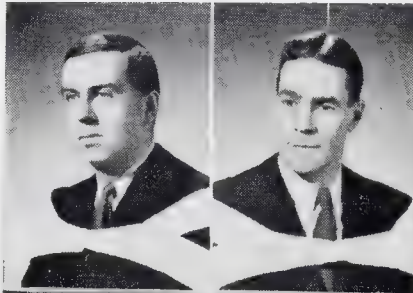
"Develop natural resources in accordance with human wants in order to maintain an even standard of living. Establish universal form of money and study of world finance. Promote spread of ideas. Adopt any other measures necessary to eliminate causes and preparations for war."

CORNELL, John George
Montreal
Sir George Williams College

"Future generations will undoubtedly add to their nationalism an international outlook. Our governments have this to a degree but they cannot achieve their ideals unless we, the people, are willing to follow their example."

COULSON, Robert Eric
La Gabelle, Que.
Three Rivers High School

"The abolition of the differences in race, creed and religion, as well as human selfishness, in exchange for a greater world unity."



CROSS, Edward William Hodge
Montreal
Commercial High

"Our one and only major problem continues to be the many expressions of man's inhumanity to man — socially, politically and economically. The ideal would be to speed up the rate of progress."

DACOSTA, Lionel
Pawtucket, Rhode Island, U.S.A.
Long Island City High School, N.Y.

"Minimize political, social and physical barriers, thus allowing for a tolerance of ideologies where we will assimilate each other's cultural ideas and share technological advances for the benefit of mankind, leading to world harmony."

DEEKS, Norman Garth
Toronto
West Hill High School

"The discontinuation of all artificial agencies tending to restrict economic, social, and cultural intercourse among the peoples of the world. It is only through mutual understanding that we can hope to allay the fears and suspicions which, if not the roots, are at least the sustenance of the current international problem"

DEMERS, Ernest B.
Perth
Montreal High School

DU TEMPLE, Edmond George
Cornwall, Ont.
Sir George Williams High School

"Establish values looking at the religions, philosophies and sciences, remove the causes of disagreement and utilize everything which seems to promote greater harmony and the common good of man."

DRAZIN, Joseph S.
Montreal
Mesivta High School, Brooklyn, N.Y.

COMMERCE

FERGUSON, William Donald
Williamstown, Ontario
Williamstown High School

FOX, Benny

GAGNON, Thomas Alfred
Vars, Ont.
Catholic High School

"Industrial progress will benefit mankind but little if we do not solve the problems of personal friction which disturb human relations."

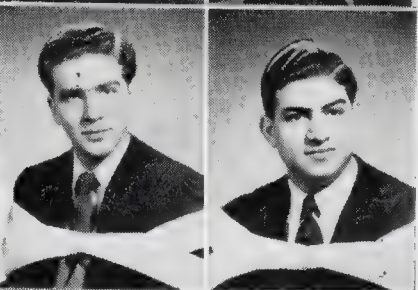
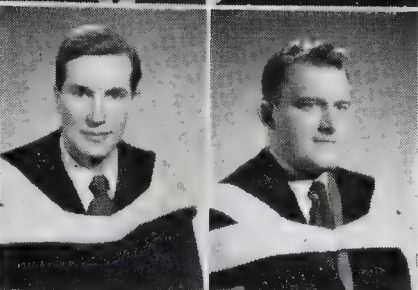
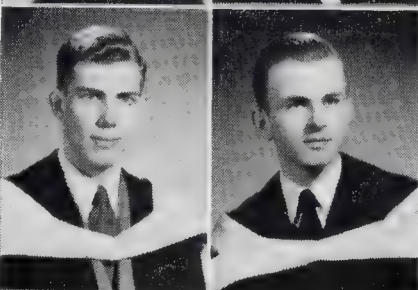
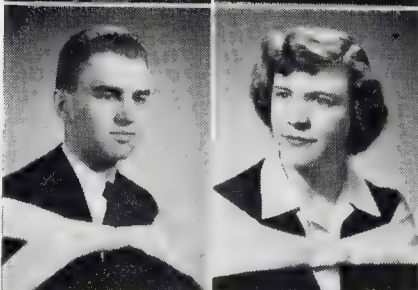
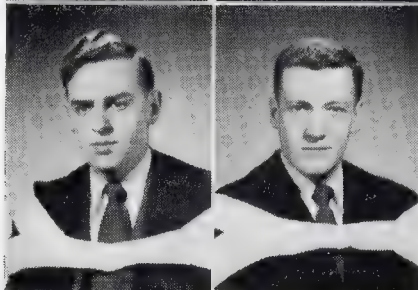
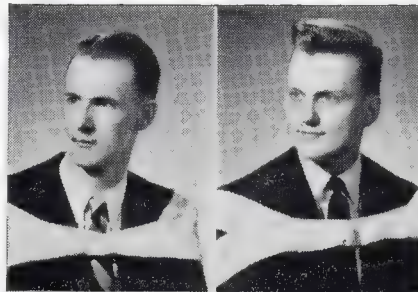
GAUSDEN, Gerald Claude
Montreal
Catholic High School

"Nothing imposed is worthwhile or lasting. I would like to see:
Religious freedom for every person
Freedom of political expression
Universal system of money, weights and measures
Minimum governmental control."

GICK, Bernard J.

GOLDSTEIN, Israel
Montreal
Baron Byng High School

"Provide them with Wine, Women and Song."



HAMEL, William Gilbert
Kitchener, Ont.
West Hill High School

"Peace"

HANNAN, John R.
Winnipeg
Catholic High School

"We must triumph over ourselves, if we are to be deserving of the friendship of others."

HESLOP, Constance Eileen
Cork, Eire
Villa Maria — Convent of the Holy Names of Jesus and Mary

HOGAN, Eugene Francis
Montreal
D'Arcy McGee High School

"I would try to establish an effective method of minimizing the inequality of the distribution of wealth so that the poor may enjoy the necessities of life and some of its luxuries."

HUNTOON, Frank L.
Montreal
D'Arcy McGee High School
ISA, William Louis
Willemstad, Curacao, Netherlands, Antilles
Colegio de San Ignacio, Medellin, Colombia, S.A.

ISA, William L.

COMMERCE

KALISKY, Sol
Montreal
Verdun High School

"Raise the standard of living throughout the world by educating everyone; particularly people of backward countries."

KANIM, Emile
Sidon, Lebanon
High School of Montreal

"The world is small,
But smaller still
The creature man
With driving will,
To rotate the world
His only mission,
To leave it alone
My sole ambition."

KENDALL, Hyman
Montreal
Commercial High School

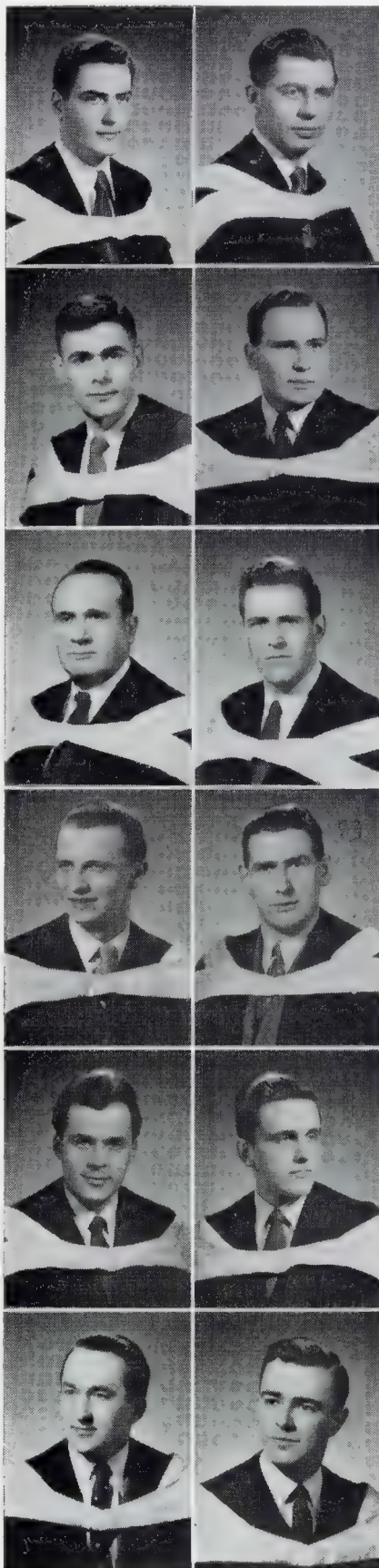
"I would make the Four Freedoms law for every nation in the world: 1. Freedom of Speech; 2. Freedom of Belief and Worship; 3. Freedom from Want; 4. Freedom from Fear."

KENT, Milan K.

KMIELIAUSKAS, Valivs
Lithuania
D'Arcy McGee High School

"Abolish international boundaries and tariffs; establish one world religion, currency and metric system, and, most of all, introduce an universal language. Now is the millennium."

KUBICEK, Thomas (B.A.)
Czechoslovakia
S.G.W.C.



LAND, Frederick Sidney
Montreal
West Hill High School

LEFEBVRE, Claude
Montreal
Catholic High School

"I would try to spread the idea of democracy in the world, because it is only through democracy, as we have it in Canada, that the world will be able to have peace and happiness."

LOCKE, W. Allan A.
Montreal
West Hill High School

"I think I would grant us all the power to see ourselves as others see us — in this way perhaps peace and harmony would come to earth."

LOVETT, Thomas William
Montreal
St. Ann's

"One central enlightened world government, with the power to enforce observance of its laws."

LUXSHIS, Joseph
Montreal
Loyola High School

"Playing of Hit Parade tunes on the radio would be a crime punishable by having Guy Lombardo's orchestra torture you until dead."

MARCH, Robert Hugh
Halifax, N.S.
Montreal West High School

"I would abolish all tyranny in the world and would uphold the inherent right of freedom of all men."

COMMERCE

MARSHALL, Joyce Annie
Canada
Weymouth, Nova Scotia

MARTIN, John C.

MAUBACH, Stephen
Ottawa
Ottawa Tech

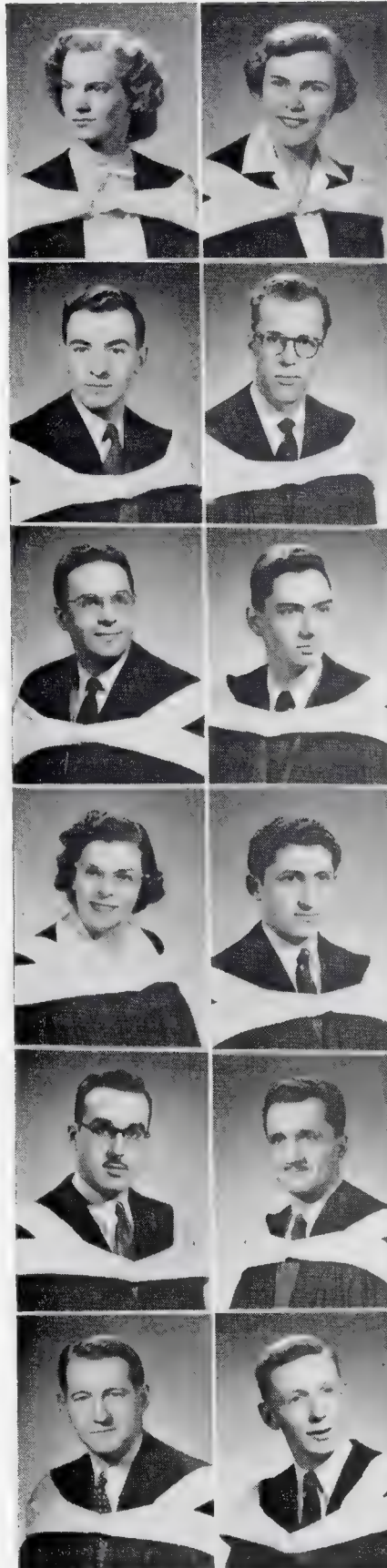
- 1) Open all national frontiers
- 2) Strengthen the power of United Nations (with no other alliance i.e., NATO)
- 3) Free education
- 4) A more even distribution of wealth
- 5) In most countries a better distribution of voting constituencies.

MOFFETT, Elizabeth
Antrim, Northern Ireland
East York Collegiate, Toronto

"If enthusiasm were an attribute which could be imposed, this virtue I would recommend to tomorrow's world and its inhabitants because I believe enthusiasm for goodness, truth and beauty is humanity's greatest force."

MORIN, Rene
Montreal
St. Henri

MULVANEY, Kenneth John Joseph
Montreal
D'Arcy McGee High School



NARGELAS, Angela Maria
Montreal
St. Patrick's Academy

"Compulsory education for all men; teach them to love and respect their fellow men, be rid of racial prejudice and there will be happiness for all."

NASH, John P.
Charlottetown, P.E.I.
Prince of Wales College
Mount Allison University

"Government for the people and by the people throughout the countries of the world."

NEALE, Charles Herbert
Montreal
St. Lambert High School

"I would establish freedom of expression throughout the world, for without expression there is no choice, and without choice there is no freedom. Veritas Nos Liberabit."

NOZETZ, A. N.
Warsaw, Poland
Baron Byng High School

PAQUIN, Peter Paul
Montreal
Catholic High School

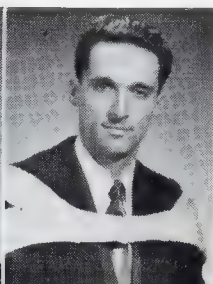
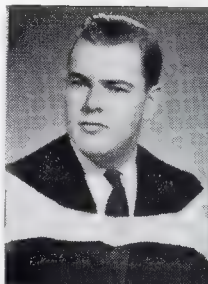
"As one keenly desirous to participate in Canadian politics, my main endeavour would be to raise the educational standards of all and promote free University Education under non-denominational direction."

PARROTT, Thomas Niven
Montreal
Westmount High School

"Good living, friendliness, and good judgment are the essentials to a better world."

COMMERCE

PETERS, Gordon Campbell
Montreal
West Hill High School

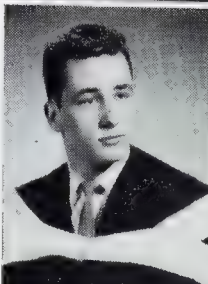


RYAN, Edward
Hartford, Conn., U.S.A.
Central Collegiate Institute, Hamilton,
Ont.

"Impose no changes. Let them be produced of the world's own volition, for such changes are of a more true and lasting nature."

PICCININ, Aldo
Nelson, B.C.
Shawinigan Falls High School

"Do away with the selfishness and narrow mindedness that exists between nations today, and work towards a better way in which to live, for all people, regardless of their race, colour, or religion."

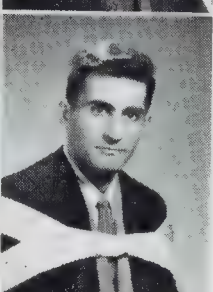


SALVATI, L. D.
Montreal
Catholic High School

"I would like to eliminate all borders and nations, have but one world under one democratic government giving the peoples of the world equal rights to the world's goods."

ROBERTS, Edmund Earl
Gaspe
Gaspe High School

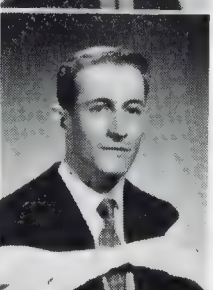
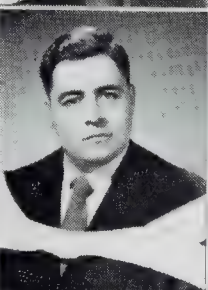
"A world government composed of representatives of all nations, elected by the people without coercion or fear of persecution; that would guarantee freedom and justice for all."



SHAW, Edward
Brooklyn, N. J.

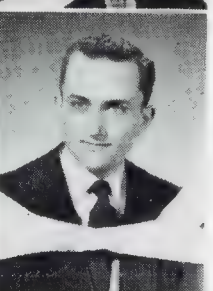
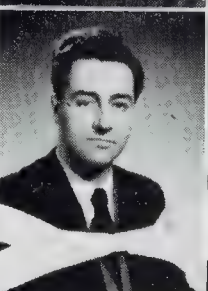
ROBERTSON, James Peter
Montreal
St. Leo's, Westmount

"One thing I would do is stop wars by establishing one central government and by encouraging Arts and Sciences for the good of Man and not for his destruction."



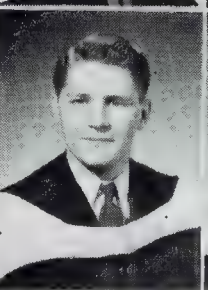
STEELE, Warren
Philadelphia, Pennsylvania, U.S.A.
Nether Providence High School

ROY, Maurice, J. A.
Montreal



STEINBERG, Lewis
Montreal
West Hill High School

RUBENS, Rupert C.
Beverly, York, England
Veterans' Matriculation, S.G.W.C.



SMYTH, Ross
Toronto, Canada

"Send the questioner to Siberia."

COMMERCE

SZTYNYK, Bronie F.

TOSH, Mervin Clark
Almonte, Ont.
Almonte High School

TRAYNOR, Helen
Montreal
Sir George Williams High School

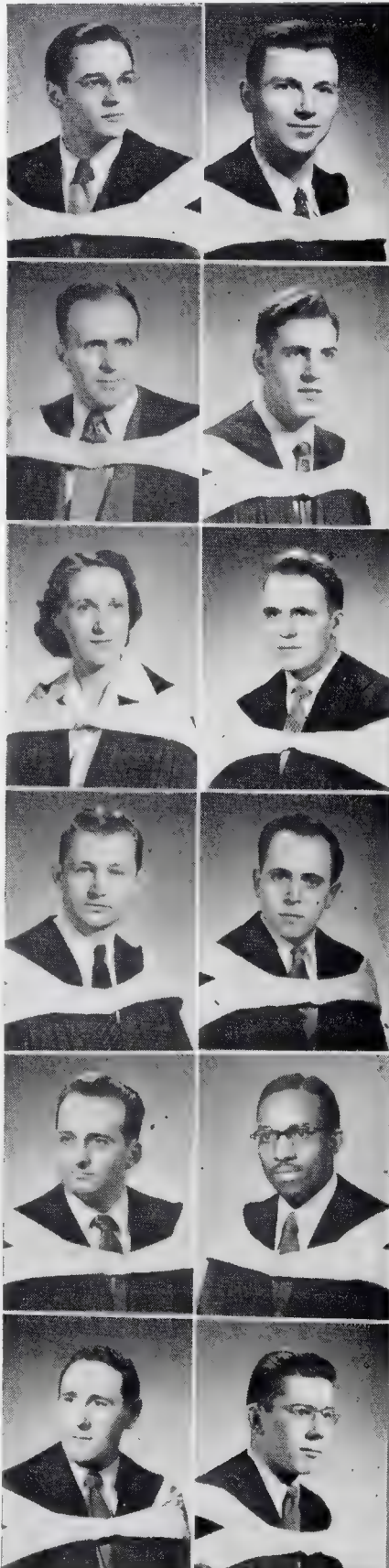
TREHERNE, George Ernest
Montreal
Sir George Williams High School

"I would attempt to have international trade tariffs set up by an objective ruling body of representatives of all nations with their ultimate elimination as the final, long distant objective."

TREMBLAY, Jean-Marie
Campbellton, N.B.
St. Stanislas High School

TUCKER, Dudley Christopher
Hamilton, Bermuda
Saltus, Bermuda

"Our efforts have given us knowledge. We are now merely men of potential — let us appreciate this fact. We cannot, therefore, suggest a change to the 'status quo'. We must not forget this."



VELGOS, Ferdinand (B.A.)
Czechoslovakia
D'Arcy McGee High School

VICTOR, Morton
Montreal
Baron Byng High School

"Consider, reluctantly, partial elimination of higher education. Increasing knowledge only seems to degenerate human relations, whereas less advanced persons and nations appear to be a great deal more content and tolerant."

WELLMAN, Stewart Warren
Richmond Hill, Ontario
Omemee High School, Ontario
"A universal language."

WILLIAMS, James Vincent
Canada
East Angus High School

"Had I the power to command
The destinies of world and man;
Faith, many changes would be wrought,
But for my life I know not what."

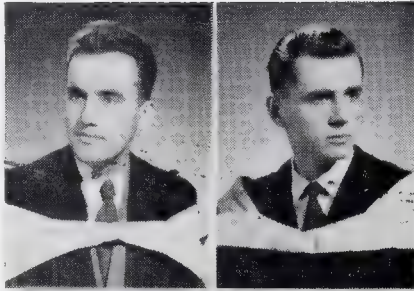
WILSON, Charles S.

WOODLEY, Keith Edward
Montreal
West High High School

"The basic change most needed in our world of today is to think again. 'The world is flat' with all people on a level, not some below and some above."

COMMERCE

WOZNY, Walter
Montreal
Sir George Williams High School



WYNNYCKYJ, Leo George
Jabluniw, Ukraine
Ukrainian Gymnasium in Innsbruck,
Austria

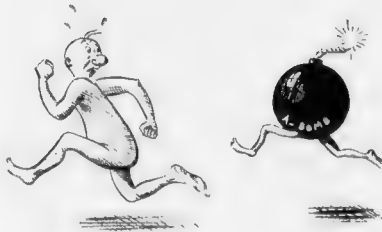
"To achieve a lasting peace we must assure freedom to every nation; because there can never be real peace in a world in which some nations are free and some enslaved."

WYATT, Jacka



YUEN, Laura
Montreal
Montreal High School for Girls

"Leadership that is dignified, sincere and forward-looking. High morale where there is mutual loyalty, and a spirit of give and take in advice and assistance."







BUILDING CAMPAIGN

END OF AN ERA

ONE o'clock. A bell rings. You lift your weary legs and head out the door. Suddenly a surging mass of humanity. You're caught in the narrow corridors of Sir George Williams college. You fight, push and grope your way along until by some miracle you find your way to the second floor landing and finally out of the building — tired and exhausted.

You work during the day. You want a university education. Sir George will give it to you in the evening. You trot down a week after registration opens. Courses tentatively mapped out. Everything set. The registration officer — sorry all filled up. No more room.

No more room. An expression synonymous with Sir George. A university functioning in two floors of a Y.M.C.A. building, a converted synagogue, a Salvation Army citadel and in a scattered array of former residential structures. Hardly an environment conducive to higher learning.

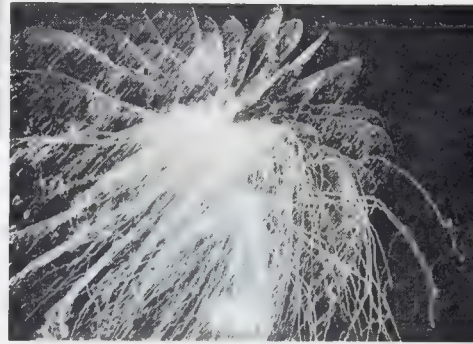
For years this institution operated under such trying conditions. Its graduates successfully entered the business world or went on to post graduate studies in various fields. Its name gradually acquired due recognition. It grew. But physically it revolved around the same crowded conditions.

Each year there was talk of a proposed new building. A campaign was always set, but for

some reason or other it never materialized. The new building along with talk of a football team became mere figments of a hopeful dream.

In the academic year of 1952-53 part of a dream was realized. A whirlwind financial campaign, involving the divisions and schools and all sources of Montreal philanthropy, was inaugurated. For three months of college life the campaign played the dominant role. All activity was geared to guarantee its success. With all Y.M.C.A.'s behind it and the cream of the city's leading citizenry involved, success was imperative. Hours of work and anxiety came into play, but not in vain. At the end of the allotted period the lofty \$3,300,000 goal was just about realized. We became emancipated from the stage of just mere talk.

Demolition is soon scheduled to begin on the old buildings next to the Central "Y". It will not be long now before an architect's sketch becomes a physical reality. A reality that will mark the disappearance of crowded student and faculty quarters. To some who revel in the nostalgia of the past this marks the end of an era. To them the crowded and hampered atmosphere created something special and different that was part of the Sir George personality. But with the phenomenal academic growth that took place in recent years, physical expansion proved inevitable. The new building was a must.



WINTER CARNIVAL '53

FOR the past few years carnival committees have been frustrated in their attempts to produce an honest-to-goodness winter carnival. This year, however, Ken MacKeracher and his able cohorts 'came through' with a snow show that very definitely will be remembered by those who attended.

The big stumbling block for organizers in '50, '51, and '52 was first, to make the necessary arrangements at North Hatley, the scene of the '49 carnival, and second, to get interested Georgians to the scene. The simple solution to these problems and that adopted by the committee was to hold it not at North Hatley, but rather on the slopes of our own Mount Royal. With this decided, all concerned 'fell to' with a will, and, by the eve of February 7, all arrangements had been made and a lot of usually dormant student interest had been aroused.

The day of the festivities dawned, however, in rather a discouraging manner. It was raining. Nevertheless about 200 hardy souls whose enthusiasms had not been dampened by this unseasonable deluge gathered on the soggy slopes and 'the show went on'. A few changes in timing were necessary and all skating events were cancelled, but otherwise the original program was followed.

Ski and toboggan races were held in the morning and in spite of the poor conditions there were large entries in both events. The snow sculpturing contest also got under way with the would-be artists finding the rain-soaked snow just perfect for the job. Shortly after twelve everyone trooped up to the Chalet where they ate while being entertained by the antics of five clowns.

By this time the drizzle had stopped and at two o'clock, with old sol beaming brightly, Dr. Norris officially opened the Carnival by literally chopping a ribbon strung in front of the ice throne. Seated on this throne and surrounded by the four pretty runners-up was pert Elaine McEwan who had been chosen by the College

and Schools as Carnival Queen. Dean Hall placed the crown on her head and then presented flowers and presents to all the contestants.

The scene shifted next to the Beaver Lake area where the College strong men competed, by faculties, in the wood cutting contest. The brawny Commerce team showed overwhelming superiority and walked away with all events. An impromptu tug-of-war followed with one team winning constantly until the other squad employed some real strategy and tied their end of the rope to a nearby tree. The broomball match, scheduled to take place on Beaver Lake, was played, instead, in the field, but to onlookers it still seemed more like an outdoor water polo game. The day's events were brought to a close with the staging of a scavenger hunt which was well organized and really had participants puzzled. Most of the weary mob then made their way down to the Newman House on McGill College, where Newman Clubbers provided a tasty hot dog, coffee and doughnut supper.

Up on the mountain again at seven bells a colorful fireworks display heralded the start of a torch light parade down the mountain and along Cote des Neiges to the Regiment de Chateauguay Armory on Lacombe, the scene of the Carnival Dance. About 400 slacks and sweater-clad couples made their way into the barnlike ballroom which was gaily decorated for the occasion with balloons strung from the rafters and candles on all the tables. Music was very ably provided by the twelve Escorts who kept the weary ones awake with the occasional 'jumpy' number. Midway through the proceedings prizes were awarded to winners of the day's events, and dancing lasted until one a.m.

Everyone enjoyed the Carnival Dance just as they had enjoyed the rest of the '53 Winter Carnival, which set a precedent not only because it was held on Mount Royal, but also because for the first time all divisions of the College and Schools worked hand in hand to make it a success.



COLLEGE DANCES...

WHETHER they are held in the swish ball-room of the Ritz or in our own slightly shabby Budge Hall, College dances seldom prove to be anything but successes — socially, at least. Since Sir George is financially incapable of sponsoring big athletic nights and the like, dances, in essence, provide the major social outlet for the students.

The invariable success of the dances cannot be attributed to this alone, however. Rather it is the mood which each dance creates that provides the "good time for all". The Freshman dance, held for battered frosh at the end of their hectic week of activities, provides a pleasant outlet for their much-repressed feelings. Catching different moods, but similar in nature are the Carnival and Sadie Hawkins' dances. Both provide the 'crowning touch' for a period of activity and for this reason are always lively affairs.

The so-called 'big' dances are something else again. At these functions everyone seems to get hilariously happy — a few even get really carried away. One canny Georgian accounted for this by suggesting that the girls who invest a small fortune in formal dresses or the fellows who dole out twenty dollars or so for an evening's levity and then proceed not to enjoy themselves are, in all probability, stark, raving mad. This is an interesting observation to say the least, but perhaps there is some truth in it. But enough of moods and the reasons for

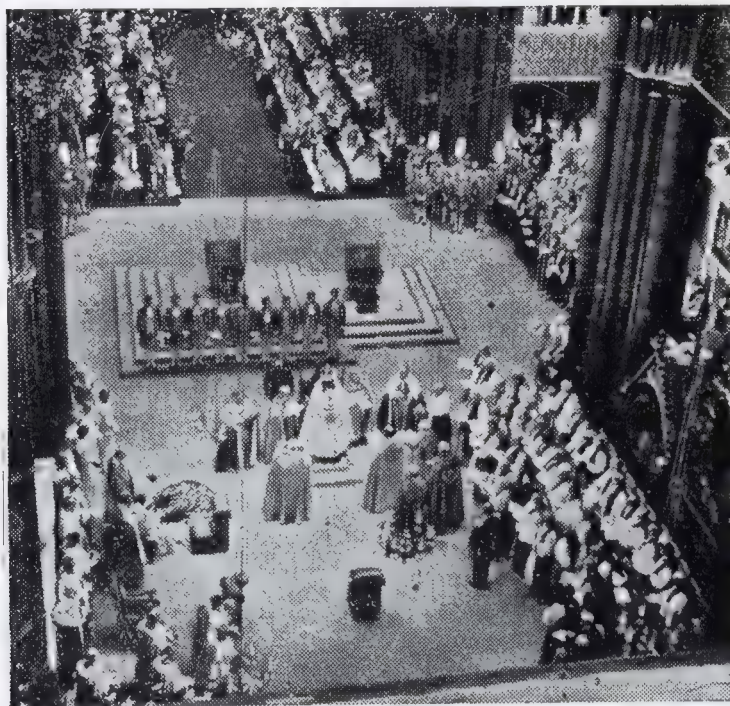
the enjoyable nature of these social affairs. What of the dances themselves?

The Christmas Ball is usually held two weeks prior to the mid-term holiday, and the Spring Prom a week before Easter, in either the Ritz Carlton or the Mount Royal Hotel. Both are semi-formal and never fail to provide an inspiring display of fashions in formals. Since the dances are cabaret style there is always a rush for choice tables, and late-comers inevitably end upstairs in the balcony. Music is provided by a ten or twelve piece band and is always quite good. Invariably well attended, the floor is packed, but towards the end of the evening no one seems to notice.

Most dances are well planned and entertainment — both good and bad — is provided. At the Spring Prom one of the high points in the evening is the presentation of student awards by the Dean. The rest of the faculty usually attend, and they too are in high spirits. The dances this year proved to be no exception to this general rule of levity. Both main dances were held at the Ritz, with the music being supplied by Jose de Costa and by the inimitable Westernaires.

There is, of course, one glaring omission in this discussion of dances, and that is the Grad Ball. Perhaps this, of all the dances, will be remembered most by all of us. It is fitting that this should be so.

START OF AN ERA



This section of the Annual commenced with a report on the forthcoming college building — an enterprise which will bid adieu to an era in the history of Sir George . . .

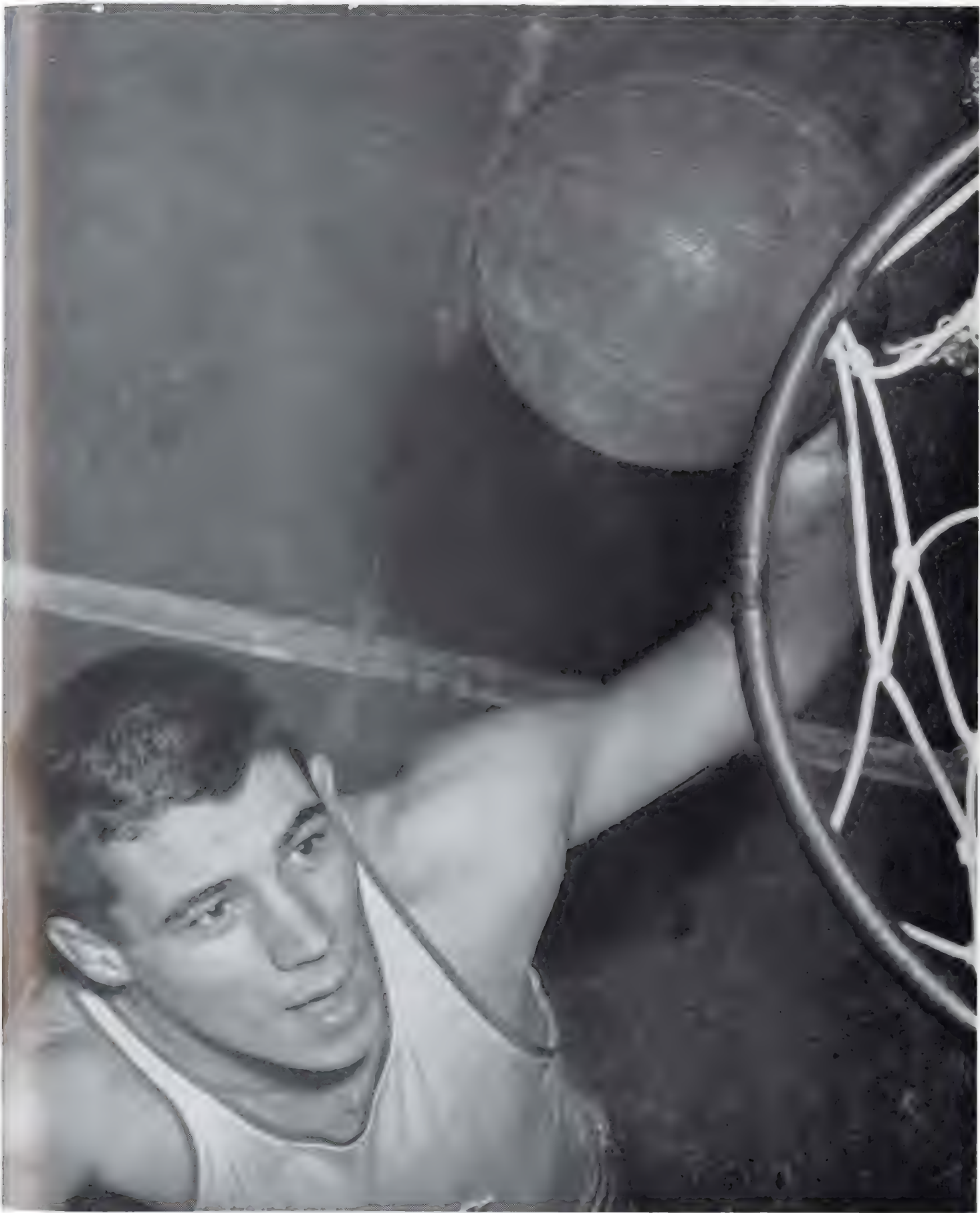
It is here concluded with a simple page heralding in a new and glorious period: The Elizabethan Era.

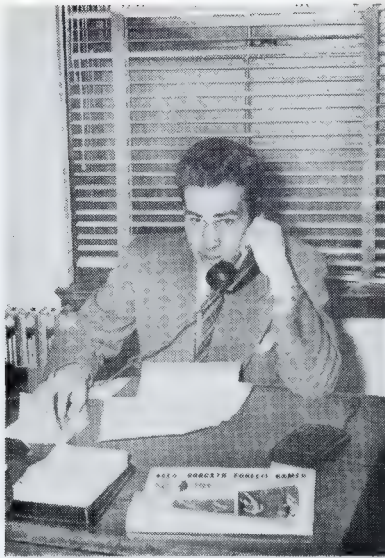
As Max Shenker expressed it in his Toast to Her Majesty at the Graduation Ball: "We are proud to be among the grads who, this year, can proclaim to be the first 'Elizabethan Sheepskin bearers' . . ."

Our cry joins that of the multitude . . .

God Save the Queen !

29





A FIXTURE

ATHLETIC director, basketball coach and Father Confessor — these titles establish Mag Flynn as a unique personality on the S.G.W.C. scene. Serving as the college's first full time athletic director, he was not only responsible for a smooth and far reaching athletic program, but acted as a capable and willing adviser to the often complex extra curricular scene. He became a constant listening post for the many problems attributed to today's College student.

Born in Dundee Scotland in 1922, he sailed for Canada at the age of three. He received his secondary school education at Montreal High and upon graduation he volunteered for service with Canada's armed forces. He served overseas, returning home in 1945 as an infantry Lieutenant. He then entered Sir George where he proceeded to carve out for himself an illustrious name in college activities. All this during the dynamic "veteran era".

For two years, as president of the S.U.S., the name of Mag Flynn was constantly spotlighted on the campus scene. Graduation day saw him as class valedictorian and the possessor of the Major award and the Association of Alumni Award. Between all this he found time to star on the Maroon and Gold Basketball Varsity.

Graduation for Mag in 1949 did not mark the end of his connection with Sir George. He took over as basketball coach and after five years in this position he established a most remarkable record. In five years of competition in the Ottawa St. Lawrence Valley Conference his teams have carried off top honours on four occasions. An interesting factor is that the

conference has only been operating for five years.

Though the coaching position proved the only official link between Mag and the college, he soon became regarded as a fixture around the corridor campus. He actually never lost contact with the overall collegiate picture and when the college contemplated appointing a full time athletic chief the choice was obvious and routine.

In his first full year he completely revamped the athletic picture. From a "helter-skelter fly by night" outfit, he organized it into a smooth running department that had "big time" stamped all over it. He re-introduced hockey as a varsity sport and added countless minor ones. The evening division also became an active participant.

But it was beyond his official capacity that Mag exercised an even more valuable role. Any factor affecting student activity found his capable advice and influence. His vast experience alleviated many complicated problems and helped create an harmonious atmosphere whenever conflict did arise. To his athletes and the students connected with him he became a figure that could be counted on even to aid in solving one's personal troubles. His office virtually became a subsidiary counseling center.

A married man, with a three year old son, he lists fishing and golf as favourite pastimes. An enthusiastic reader he often proves an invaluable source for students with heavy English courses. But as far as the future is concerned Mag is content with making Sir George his career.

SPORTS...



The Varsity Basketball Five Coached by Mag Flynn the Maroon and Gold snared their Fourth Ottawa St. Lawrence Valley Conference title in five years of competition. Captained by Dick Thompson, they were only topped in one contest.



A new Georgian standard bearer made its appearance on the college athletic scene with the organization of the **Evening Owls**. Coached by Glenn Woods they were finally defeated in a close City Intermediate Playoff.

The Junior Cagers, coached by Gordie MacFarlane was virtually a complete Freshman outfit. For an unexperienced outfit, they surprised many before bowing out to the Dominion Finalists, High Aces



SPORTS...



The Intercollegiate Tennis squad managed a fifth place effort in the annual Conference meet last October. With MacDonald the host college, the tournament took place under extremely adverse weather conditions. Injuries also played havoc with the Georgian entry.



The Varsity Golf team once more found the going rough at the tough senior tournament in Kingston this year. Don Richardson (extreme right) worked his third year as a competitor after successfully defending his interfaculty crown.



A combined day and evening **Fencing Club** make its appearance this year. Captained by Ian MacLae and Eileen Whitehouse, they were featured in an intercollegiate meet involving McGill and American Universities.

SPORTS...



The track & field outfit, organized and coached by Bob Butler (standing extreme right) made a belated debut after a year's absence. If they didn't walk off with a spectacular performance behind them, they picked up valuable experience.



The Gill Trophy awarded annually to the outstanding athlete of the year, went to basketball star Dick Thompson. The award culminated a brilliant three year athletic stint. Principal Dr. Norris, is pictured making the presentation at the athletic banquet.

SPORTS REVIEW

CERTAINLY the year of 1952-53 will be remembered as one of the greatest that the college has enjoyed. However, the year got off to a slow start when the Senior Golf Team finished seventh in a C.I.A.U. Tournament played at Kingston, Ontario. Don Richardson provided the best showing for the red and gold team.

The annual tennis tournament ended in a tie between Frank Lasalle and Jean Pierre Archambault when a playoff became impossible. The College Tennis Team finished third in a C.I.A.U. Tournament played at MacDonald College.

In a Senior International Invitation meet the Georgian Woodcutting team finished a strong third out of the seven colleges that were entered.

The Girls Basketball team jumped up into Senior competition in the Womens Open Basketball League and did as well as could be expected with a team composed almost entirely of freshettes. Francis Williams was picked for the all star team of this fast league.

The Intermediate Basketball team won a co-championship in the Ottawa St.-Lawrence Valley Conference and Tom Parrott, the Georgians center walked off with the league scoring crown. In Junior basketball the team lasted until the

playoffs when they were eliminated by the High Aces.

Two new teams entered the sports scene this year. For the first time the evening division formed a basketball team, the Owls, which missed out on championship when they were eliminated by Southwestern Y in the playoffs. Hockey returned to Sir George with a hard fighting squad that ended the season with a creditable five wins and five losses record. M. Weightman, the Georgian goal tender, won all star awards at his position.

The faculty of Commerce brushed by all competition to cop the Inter-faculty Volleyball and Basketball championships.

On April 14, the annual Sports Banquet was held and a record of 150 crests and awards were presented. The coveted Gill Trophy went to Richard Thompson, star guard of the Intermediate Basketball team and an active member in all sports activities in the college. A new trophy, the Allan Smith Memorial Trophy, was presented to the member of the Hockey team that best combined playing ability and sportsmanship. This year M. Weightman was the winner of the trophy. The Joyce Trophy was presented to Eileen Whitehouse for her fencing ability.

THE GEORGIAN

VOL. VI

MONTREAL, 1948 - 53

Price 5 cents

DIARY DELVING

FIVE YEAR PANORAMA

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College Enrollment Increases

A possible record was established this year with the release of enrollment figures by the college record office. A total of 2329 students registered with 717 in the day and 1612 in the evening division. Figures showed a marked increase in freshman registration with males in the vast majority. Trends showed there was a definite leaning towards Arts in the Day Division and Science in the evening . . .

Principal Launds Scholarship Plan

Dr. Norris this week praised the student veterans at Sir George and elsewhere for their desire to establish a series of Memorial Scholarships . . . At the same time the Vets at this college launched their first project recently with an objective of \$1,000.

L.P.P. Caucus Addressed

The first weekly Caucus of the L.P.P. of the Political Problems Club addressed by Allan Zinman, a McGill graduate who visited Europe with the Beaver Brigade, gave a brief outline of his experiences . . .

E.F.S.S. Executive Posts Filled By Acclamation

Recent elections in the Evening Division saw Mervin McManus elected by acclamation as President. Others elected were: Jerry Sinel, Clubs Chairman; Phil Buono, treasurer; John McGowan, Athletic Representative. All were voted into office by acclamation.

Heated Controversy Marks Vets 'Vichyite' Venture

A packed assembly of veterans last Monday noon, saw an adverse vote of nonconfidence bring about the resignation of Vets' Society President Vic Lawson and Gerry Coe. Gathered to discuss the acceptance of a protest formulated by a Vets' Society Committee in the connection with the presence in Canada of alleged Vichy controversial acceptance at a pre-laborators, the meeting quickly focused its attention on the convoluted session on the non veteran vote . . .

S.U.S. Accepts Petition

In an anticipated air of tension, at an open S.U.S. meeting, David Busby presented Mag Flynn, S.U.S. president, with a petition which had been circulated among students, deploring the Metropolitan Y.M.C.A.'s action in refusing to permit the Dean of Canterbury to speak here last week. The petition, signed by over 300 students, was accepted by the S.U.S. and sent along with a file of student opinion on the subject to the directors of the Metropolitan "Y" . . .

Georgians Hoop Squad Wins CIAU With Victory Over MacDonald

Last Saturday Evening, the Georgian basketball team defeated the squad from MacDonald to the tune of 50-32. This completes the schedule, giving the Georgians 12 wins in 12 games, and the Eastern Division Intermediate CIAU Championship.

Figures Point To Low Attendance At Owl Activities

... Of the 700 registered in the Evening College, only 200 attend one or other of the various clubs and societies open to them ...

Dean of Canterbury's Address Cancelled

The following message was received from the Principal's Office in connection with the cancellation of the scheduled appearance here at the college of the Dean of Canterbury.

"The proposed meeting to hear the Dean of Canterbury was arranged very hastily by the student officers of the CCM, without consulting the officers of the SUS, the Students' Council or the College itself.

There was every indication that in promoting this arrangement at the last moment, a small group was using the College to do something which had proved impossible elsewhere, and thereby committing the college as a whole to something which it had had no opportunity to consider or discuss.

The officers of the college, after consultation with Chairman of the Students' Council, could see no reason why they should be willing to allow the College to be used by any group for its own purposes.

Moreover, the Metropolitan officers of the Y.M.C.A. expressed an unwillingness to allow the use of Budge Hall for the purpose of hearing the Dean of Canterbury, and permission to use the hall was withdrawn.

After consultation with the president of the SCM, the latter agreed to cancel the meeting." ...

SUS Election Results Released

With Ed Fee elected SUS President by acclamation, the main student interest rested with the tight race for V.P. In a vote that necessitated a counting of the second choice ballots, Dave Brown was elected V.P. with a total majority of 88 votes. Other positions were filled as follows:

Secretary — Al Paterson

Treasurer — John Desrosiers

Social Chairman — Ed McDonald

Clubs Chairman — Tom Hecht

DFWS Announces Winners

The Day Faculty Women's Society announces that Bernice Chevalier was elected president by acclamation ... Maureen Gordon is V.P.; Mary Homza, secretary treasurer; Jane Ware, Athletic Rep; Nancy Slayton, Social Chairman ...

Carnival Acclaimed Huge Success

The Georgian Winter Carnival at North Haltley last weekend proved a greater success than even the most enthusiastic members of the Carnival executive anticipated. More than 200 Georgians, Dean and Mrs. Henry F. Hall, and Prof. and Mrs. D. B. Clarke, watched and participated in games, sleigh rides, ski races, broomball matches, and the election of the Carnival King (Johnny Evans) and Queen (Bernice Chevalier). The pace was thus set for the merriest weekend the College has ever seen ...

1949-50

Enrollment Up On Last Year

Sir George Williams College shows a noteworthy increase over last year's score. Statistics compiled by the Records Office show that 3,508 students have registered as compared with 2,977 last year . . .

New Directors Of College Sports Announced

It has been announced by the Principal that Herb Jackson, formerly of Saskatoon, will be the Director of Athletics in the college. Aiding Herb will be two assistants, Gordon McFarlane and Joe Rolland . . .

Tomato Throwing Taints Trial

. . . The third group of frosh who had broken the rules during Initiation Week were dragged out of the audience and onto the stage. The court was ready to proceed with the case, and the Crown Prosecutor was again on his feet giving a loud and lusty spiel on the crimes of the accused, when another barrage of tomatoes landed at his feet. Pandemonium once again reigned until the supplies of the over-ripe fruit were exhausted . . .

'Deep River Boys' Swell Scholarship Fund

Last Wednesday saw one of the largest groups of students to attend a rally to date. Sponsored by the Vets' Scholarship Fund, it starred the well-known 'Deep River Boys' . . .

'Nite-Cap' A Blemish On College Due To Closeness

. . . Since the college annex is side by side with the institution mentioned above, and also since many students must pass this institution on their way from one building to the other, we feel that this story or campaign . . . is in the interests of every student. We furnish the reasons why we object to our next door neighbour, the Nite-Cap Cafe . . .

COLLEGE MAY JOIN NFCUS

A recent motion by the Students Council read, in part, . . . "that the Students Council send a letter to the EFSS and the SUS recommending that we join NFCUS . . ."

College Carnival Cancelled

Following hurried meetings of the Students Council and the SUS Executive, the Carnival Committee decided that the Carnival would have to be cancelled due to protests of a number of students that the Quebec Hotel rented for the purpose flaunted a 'restricted clientele' clause on its advertising pamphlets.

'Stinky' Closes SUS Meeting

Three hundred students packed Budge Hall last Monday noon and watched with solemnity as Ed Fee, President of the SUS, made an excellent speech and conferred upon 'Stinky' the Skunk, an honorary B.O. degree — Bachelor of Odours — Magna Cum Smella. Bob Harvie, popular CJAD radio announcer, accepted the degree for his animated friend . . .

Province Bans Spanish Club Film

An official announcement from the Spanish Club said in effect that the movie, "Forgotten Village" had been banned by the Quebec Provincial Government for reasons extremely obscure. It is not a picture honeycombed with sex and spice; it is not a picture dealing with religious matters, but one dealing with the fight between modern scientific medicinal cures and primitive ritualistic superstitions . . .

Foreign Film Society Holds First Meet

Under the auspices of the EFSS, the Students' Society of Foreign Films held its first meeting on November 12. The presentation was J. Arthur Rank's "Waterloo Road" . . .

Rousing Rhythms Rock Owls

Weekly dance lessons, under the supervision and instruction of Rosita & Deno, commenced last week in the Evening Division . . .

SUS Rep Election Winners Announced

Dave Browne, 1st Year; Ernie Hillrich, 2nd; Johnstone, 3rd; Stewart Shaw, 4th . . . Only 40.7% of the students voted.

Georgettes Tip SUS Scales

For the time of their lives, 300 people turned out to the Pound of Flesh Dance last Saturday at the Legion Hall . . . The novelty of the evening was the pair of scales situated at the door where the girls were weighed in for half a cent a pound for their admission.

1950-51

EXTRA

McGill Daily Suspended Four Student Leaders Exiled Until Apologies Forthcoming

Dr. Cyril F. James, Principal and Vice-Chancellor of McGill University, suspended publication of the McGill Daily, official Undergraduate newspaper of the College, yesterday. The action was taken as a result of exaggerated publicity which the Daily had used 24 hours in advance of the student "Extravaganza" in the McGill Union and for infraction of University rules in connection with the sale of liquor at the entertainment Saturday night . . .

Georgettes Cop City Crown While Jr. Georgians Win Provincial Title

The spirited Georgettes emerged victorious in a two game series with the McGill cuties to cop the City championship and to gain the distinction of being the only undefeated College team this year. Not to be discounted, however, are the Junior Georgians who overpowered Y.M.H.A. 57-47 in the third game of a two out of three series and so copped the Provincial Title. They were not so fortunate in their series with the Ottawa Realtors, losing the two-game, total point series by 108 to 104 . . .

1950-51

Introducing The New "Georgian" - To Appear Bi-Weekly

The current year's editorial board of the Georgian has decided to replace the conventional tabloid-size newspaper by a larger, more pliable edition. This eight page, term-commencing issue will give way to the regular publication of a four page paper, TWICE WEEKLY, Tuesdays and Fridays, commencing October 10th.

Feather Show Rib-Tickling Success

Budge Hall, Nov. 7th. — The Red Feather Varieties, highlight of Red Feather Week at the College, has added another feather in our campaign cap. To the inimitable song styling of Owen and Murray and the singing and dancing of other participants, the show roled along smoothly under the M.C.'ing of casual Norm Kihl (Don Cameron's young son). The show was spotlighted with the crowning, by Walter Kelsey, of Princess Charity — Midge Palmer, and Chief Red Feather — the Georgian's own Sport's Editor — Herb Shannon.

Herb Shannon Awarded Coveted Gill Trophy

Wednesday evening at the Annual Athletic Banquet, affable and popular Herb Shannon, top man for the Georgian Basketball teams over the past season, was presented with the coveted and much sought after Gill Trophy for his outstanding performance on the hardwood and in the College corridors where he was a moving spirit, constantly being in the College limelight . . .

Georgians Bow To Strong Y.M.H.A. Blues

The stuffy Gym echoed with the cheers of the raucous Georgian supporters who had made the trip to the Gym on the Hill to bolster the basketball magic of Mag Flynn's Senior Collegians last Wednesday nite as . . .

. . . As fate would have it it was not in the books for the Maroon and Gold stalwarts to annex the Golden Ball tourney from the hands of the perennial champs, and the final whistle saw them bow out to the big blue team by a 59 to 44 count.

Cagers Snap Gael's 2 Year Streak

One had to see it to believe it. If you were one of the fortunate spectators at last Saturdays Queens - Georgian basketball tussle, you were witness to a spectacle that perhaps comes once in a lifetime of attending athletic functions. A fabulous game-tying basket with 25 seconds remaining, two five minute overtime sessions that left the crowd gasping, plus some individual performances that had a touch of heroism; all these were part of the Georgians spine-tingling 62-57 victory over Queen's at the Central 'Y' gym.

IS IT FARE, MR. MAYOR?

Georgian's Bernard Tonchin and Sam Enhorn were among representatives of six colleges and universities who visited Mayor Houde in an attempt to obtain lower tram fares for university students. He said he was in favor of such a scheme, but as usual neglected a offer any constructive advice . . .

Scholarship Fund Held Over Third Week

Only Six Owls Support \$3000
Drive As Campaign Reaches
\$1000 Mark

... Due to the lack of participation of certain elements of the College during the last two weeks, the Memorial Scholarship Fund Drive Committee find that it is essential to continue into a third week.

Until Friday noon (Feb. 23) only 41% of the Day student and 6 (SIX) Evening students have signed over their Caution Money to this worthwhile cause ...

Drama Guild Does Sir George Proud

The first College play of the season made its debut in Budge Hall last Thursday evening. Under the direction of Jack Zolov, the Drama Guild turned in a performance which came as a welcome surprise to the assembled audience. It had been said that the choice of the play 'Outward Bound', by Sutton Vene, was a little ambitious, but the players did an excellent job of disproving all such speculation ...

Ne Blasphémez pas S. V. P.

Newly Formed Deportment
Committee Asking For
Disciplinary Powers

The four-man Deportment Committee, Ernie Hillrich, Morty Tietelbaum, Paul O'Connor, and Frank Cooper, has approached the Faculty Council with a twelve point programme in an attempt to curb the growing outbursts of rowdiness and vandalism seen around the corridors ...

'STOP PRESS'

CARNIVAL AT JASPER OUT

Inasmuch as the management of the Jasper Lodge agreed to a more reasonable figure, namely \$21.00 per student, the S.U.S. today voted against holding the Carnival at Jasper, so once again Sir George 'misses the boat' with its Winter Carnival.

Neola Cassidy Crowned Queen Of First Proof Readers' Prom

Georgian Staffers Do
College Proud

"Who will be Miss Proofreader?" was certainly one mystery with a happy ending. Charming, captivating, Neola Cassidy was the Georgians' choice to set the precedent ...

"Grand Old Man" Of Faculty Dies

College Mourns Loss Of French
Literary Lecturer

Dr. Paul Villard, for many years one of the city's most prominent educationalists and fifteen years French lecturer at Sir George, died in the Hotel Dieu Friday, January 12. He was 83.

'BROADSIDES' BOUNCED

Author Resigns As Staff Split
Threatens Over Coeds Petition
For Column's Removal

... Events which had been amassing for several weeks came to a lightning head today when a petition was received which had been signed by thirteen coeds of this college. At the same time Sports Editor Bert Shannon presented a note to the Executive Editor stating that he and his staff would resign should "BroadSides" remain as a feature column.

1951-52

Hockey Dropped As C.I.A.U. Sport

The Sir George hockey entry in the Ottawa St. Lawrence Valley Conference has been disbanded in one of Athletic Director Joe Roland's initial moves in his new administrative post. Financial difficulties and lack of student support were given as the main reasons which caused this drastic action . . .

Linder Acclaimed E.U.S. President

With three positions still to be contested, George Linder was elected by acclamation as president of the Evening Undergraduate Society. Three other students gained positions via the same route while the contested positions will be put to a vote next week. Linder, last year's Evening Editor of the Georgian, promised a new era of dynamic evening activity . . .

GEORGIAN RATED THIRD

At the Annual Canadian University Press (C.U.P.) conference held in Hamilton the Jacques Bureau Trophy, awarded to the top college newspaper with an under 3000 circulation, was this year won by the University of McMaster's 'Silhouette'. In second and third place were the Acadia 'Athanaeum' and 'The Carleton.' The Georgian received a third place rating from one of the panel of judges.

Georgians Finish On Top

With an 81-53 victory over Carleton College, Mag Flynn's Intermediate cagers copped their third Ottawa St. Lawrence Valley Conference Basketball title. This encounter closed out the season and gave the varsity crew a first place tie along with Queens and the University of Montreal . . .

Y.M.C.A. CENTENNIAL

. . . Twenty-five years ago this month, the name Sir George Williams College was adopted to designate, from that time forward, the expanding formal educational programme of the Young Men's Christian Association.

Canadian Colleges Favour "Exchange"

Latest Count 10-2

At press time — Monday noon — ten colleges and universities across the Dominion had voiced their opinion in favour of the motion that calls for the National Confederation of Canadian University Students (NFCUS) to reconsider their stand taken earlier in the year. This stand opposed the Russian-Canadian Student Exchange Plan . . .

Joy Ward Crowned Miss Proof Reader

At the second annual Proof Readers' Prom at Vic Hall, Miss Joy Ward, a freshman Arts student, was crowned as Queen of the newspaper set. The dance, highlighted by an entertaining floor show, was sponsored by staff members of the Georgian . . .

Former "Georgian" Editor Donates Best News Story Award

Fred Kerner, student at Sir George from 1940 to 1942 and Editor-in-Chief of the Georgian for the double term of 1941, has donated an award for the Best News Story appearing in the Georgian. The award will take the form of an engraved shield. Mr. Kerner is presently engaged in newspaper work in New York City . . .

CONTRIBUTIONS

THE RIDDLE OF SIR GEORGE WILLIAMS COLLEGE

ONE of the most fascinating periods in the life of a youth is that one in which he or she plies the world with a virtual torrent of "riddles"; some unanswerable, some humorous, some quaint, some knowledge-seeking, some informative; all playing an integral part in the youth's life, and all proving to be a time-consuming, patience-trying effort to the adult. Here at Sir George there appears to me to be a "riddle" which emphasizes all for which this College stands.

"What course offered at most colleges and universities and especially at Sir George, is taken, almost as a pandemic, by every student, although he never receives a mark for it, is not required to write either examinations or term papers for it, and for which a synopsis does not appear in the official College Announcement."

There is one outstanding difference with this "riddle" as opposed to others of the same nature and that is that everyone knows the answer — the course being one in Human Relationships. How many people, however, including yourself, are confident enough in themselves to halt for a moment to analyze and evaluate their success in this course?

For those Science students who deem it necessary to catalogue and categorize life, let me attempt a structural breakdown of this 'course' so that they may indicate with confidence stemming from their exactness the one peg on which they will hang their hat and coat. For the Commerce students let me point out the separate and distinct accounts into which they may channel their non-material earnings gained from the loan-fund operations of this college Bank of Human Experience. And lastly allow me to justify the lives of those Arts students who thrive on discussion by presenting, in part, some of the history and philosophy involved in this 'course' so as to provide a few coals to feed the fire of their thoughts.

There is, to my way of thinking, three main classifications of students at this fair institution of ours. There is the Academic, the Social, and the so-called Average student.

The ACADEMIC student is the type of individual who, unless forced by some special circumstance, withholds his personality so that he may further his own academic endeavor and hence his 'progress' along the road to intel-

lectual and material success. What is his contribution to the college? Nothing — and even less, for he takes all and gives nothing of himself. To meet him in the corridors is an experience which nets you nothing. He exerts a false academic pressure on his acquaintances and leaves nought behind him but a feeling that perhaps he has the right idea — namely that knowledge might possibly all that is necessary in life. However if I was give the opportunity to write out his diploma there would appear a notation to the effect that this person had graduated with nothing more than four years of gleaned knowledge and although he might say he had 'walked off' with academic honours he is remembered for little else . . . and if he were to be graded in our course in Human Relationships, he would certainly appear near the bottom of the list.

The SOCIAL student is the sort of student who eats, sleeps, and breathes in a world of college social functions. He is the talented dancer, the smooth, glib talker, the combination 'Emily Post', 'Ely Culbertson' and 'Duke of Windsor'. He may not be all of these, but usually imagines himself to be. This individual has little time for academic study and is inclined to feel that that although it is a necessary evil for others he has no need for it for it might prevent him from broadening his list of 'contacts'. He may be right but nevertheless ranks with our first friend and appears as an equally dismal failure when it comes to being a real person.

"Sure, I'd like to help out on this committee, but I just don't seem to have the time". "D . . . it all, I really would have enjoyed that course, but I really haven't had the time to do the reading." We have heard these statements and countless others like them, all of which come from our third individual, the AVERAGE student. He is characterized mainly by this seeming lack of time, yet what he does with his precious minutes actually raises him above the students previously discussed. He dabbles at leadership, tries out committee work, writes the occasional letter to the editor, obtains the odd academic 'A', attempts some sort of athletic endeavor, makes a complaint or two, and takes part in the odd discussion. The sum total of all these 'little' activities usually produces another name on the list of graduates and, even more important, establishes this individual as the first to rate in our course in Human Relations. What

his grade should be is not for me to decide, what is important is that he has solved this "riddle", or at least has discovered part of the answer.

Most stories have morals and this is no exception. The old proverb "Never put all your eggs in one basket" captures in essence what I've been trying to say. The Science student will tell you that too much of one ingredient makes for a poor chemical reaction and similarly too much of one college activity makes for a poor college experience. The Commerce student knows that improper investments result in poor returns and again the choice of where to

'invest' yourself in college life results in the 'returns' you experience at its end. The Arts student is supposedly the active and living example of a non-specific and general trainee and he should realize, perhaps more than most, the growth of personality that comes with a wide range of activity.

So ends the riddle. My only hope is that I have solved it and have achieved a pass in the course in Human Relationships . . . HAVE YOU?

R. G. THOMPSON

Arts



ONE FINE DAY...

HE stood upon the bridge, one brown hand absently caressing the railing, as his brown eyes, equally absent, gazed at the men working below him. His mind was alive . . . with thoughts far from the common sounds and scenes of a ship under full steam.

I wonder what's going on at home, he reflected. The news we do get is too censored. They don't want us to worry about anything but this lousy little patrol action under warm Southern skies. The newspaper boys must have thought up the title 'cold war'! It's more like chills, hot flashes and frustration. It's a fever of war, and the whole world is sick with it . . .

Hearing footsteps behind him, he turned to see a dark, limber fellow clearing the ladder. It was Raoul, a frank-faced French-Canadian with whom he had become friendly.

"Maudit, I'm tired, Neil", Raoul said, the deep timbre of his voice contradicting his youthful appearance, as his elbows came to rest on the railing beside Neil.

"I'm tired of the whole business," his companion answered.

"Oui — me also. Oh, how I would like to be on the farm with my father now." He would often lull his fears this way — as does all the human race — by sentimentalizing. "Sacre Bleu! Do you know I can smell spring in the air, even on this smelly ocean. And the girls in the spring. Ah! They will be getting ready for the fête now. Every spring they have the party where the men get good and drunk; the girls they giggle and pretend to get mad when the men fight, but when the night is over and they are tired from dancing they do much more giggling. Sometime maybe you come see our farm, eh? Le père always say it was the best next to heaven where we live. It's true! On the left bank of the rivière St. Laurent, eighty mile from the belching noises of Montreal!

The nostalgia of home had made him careless with his English. He was embarrassed, and sorry he had been so loquacious. Neil was teaching him the proper use of the language. Raoul backed away from the rail and sat with his back to the wall, in the lee of the wheelhouse.

"Don't let the old man catch you on your backside. You know what kind of mood he's in today," Neil warned.

The man laughed, showing his strong, white teeth.

"He below in his cabin, Neil. Do you think I'd be here? Me, an ordinary seaman, talking to an officer who is on duty — if he was around?"

Both men smiled, and remembered how their friendship had started, and recalled the strong bond of affection between them. One, a college graduate and the other, a farmer's son who had

only reached fifth grade and was old enough to be the former's father.

"What would you be teaching your students now, Neil?" Raoul asked, in a bantering manner, "if you were not out here?"

Neil threw him a look over his shoulder. "I'd be knocking everything into their little heads, for they would be preparing for their exams. It would be a big push; yes, a lot of work." Then he added vehemently, "Only we're struck in what looks like another long war . . ."

The French-Canadian, watching him, knew how he felt. He understood this boy who was his friend with the same deep understanding a farmer has for the land he loves.

"You take things too seriously, my friend", Raoul said. "Soon things will be straightened out by those — what do you call them — diplomats . . . ?"

"Yes", Neil answered, "but neither the leaders of our country nor the statesmen of any of the other democratic countries seem to be getting anywhere. They all bump their noses against the Iron Curtain and decide they should prepare for war. The people don't want war again. After all, the last one hasn't been forgotten that easily."

"You got to give them a chance, Neil. They're men same as us, and they make mistakes too. They got kids and homes, and they don't want them to go 'pouf' from no atomic bomb".

"Why can't men see that this armament race is childish?" Neil asked. "Answer me that! Both the East and the West will continue to compete in the atomic field until they reach the peak of their destroying power. If the cold war can be won, what are we going to do with our stockpile of bombs? Change them into washing machines by wishing? Oh no. And if they do reach a peak, feeling will run so high there is bound to be a spark which will set off such a blast that war will be inevitable. But what's the use of talking? My blowing off steam doesn't help anybody!"

"It helps you, mon ami. Anyway, I'm comfortable against these soft steel plates," Raoul said and smiled.

"I wish I had your patience and calmness, but it drives me insane, and probably many other guys, too."

"Don't feel sorry for yourself, mon garçon," Raoul warned.

"That's the trouble with too many of us. We either feel sorry for ourselves or blame it on someone else . . . God included." Neil sighed. "If only they'd come to their senses. Nothing to stop them using all their new sciences to benefit themselves — nothing but sheer contrariness. Perhaps a lot of fear too; that old self-preservation idea being turned into maso-

chism, but they are going about it the wrong way." He paused for a moment. "What is it that makes for fear and hatred? Surely it depends upon the attitude a man has toward his neighbour, and our attitude is all wrong nowadays. Even in the early times of the god-ridden Empire of the Romans, there was a fairness of mind between men — even in the midst of antagonism.

"If only men would try other fields for advancing towards the common goal — theoretically at least — of peace and happiness. Why has so much emphasis been misplaced upon materialism? Too many people are perverting their instincts. Many are manipulating the teachings of Jesus so that they now stand for something to be scoffed at and lightly forgotten. It's time something was done. Time the people woke up to the fact that we're going down a one way, dead-end street. Time they stopped hoarding gold and started spreading the expression of love for others. There must be a path, Raoul, that branches off right here; which leads to the road for the happy survival of mankind, so that at least we will have successors. They cannot help but improve on the mess we've made. Just look at religion. There IS no religion . . . Rather are there religions, so diverse that I wouldn't be surprised to see an edifice set up in, say, Detroit where you can go Sundays to worship the fastest, most comfortable, most expensive automobile!

"Then there is the other extreme. Those who are so energetically religious that they completely forget 'love one another'. Every drunk, wayward girl or obnoxious person acts in character for a reason. If we only stopped to ask why, and how to change it, we would have a chance to improve our human relations. We are so interested in ourselves we have forgotten our membership in humanity."

Neil strode the deck as he continued. "I'm sorry for the world, Raoul. We go to war just so

it's lousy reputation will be upheld. Just to show coming generations — if the world is still whole, that is — what a wretched, bloody planet they have inherited. Do you know, I suspect that future kids are going to be born with an inherent trait of fear and suspicion that's going to blossom like ragweed, instilling in all people the law that only those who are evil can survive."

He had stopped to wag an emphasizing finger, and now he turned and went on. "The cycle of war and death, pestilence and peace, has established such a certain periodicity, that we don't really think it can be any other way. That's why our successors will see a world which, since the fall from grace of Adam and Eve, had degenerated into a festering, stinking sore, which will constantly threaten to erupt and destroy itself."

Neil turned and leaned his elbows on the rail, the intensity of his feeling causing his face to appear aged, haggard.

"Neil", Raoul said, "I'm glad you get this off your chest, but I tell you, things will turn out. Nobody is going to . . ."

"Hop to it, Raoul . . . The old man!"

The captain cleared the top of the ladder just as Raoul straightened and, with a quick returning salute, passed the two men on his way to the door of the wheelhouse. He was barely inside when the radio operator appeared on the ladder and rushed toward Neil.

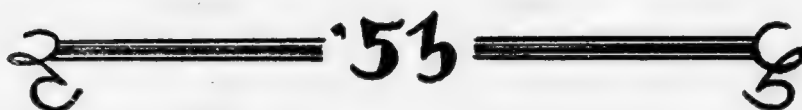
"A message from base to the Captain, sir. Is he inside?"

"Yes", Neil replied, his throat tightening with apprehension.

The telegrapher hurried to the door and entered. The two men standing motionless heard him blurt out:

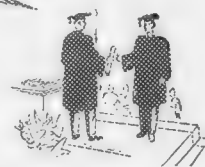
"Sir, atom bombs have been dropped on the cities of . . . " The door closed.

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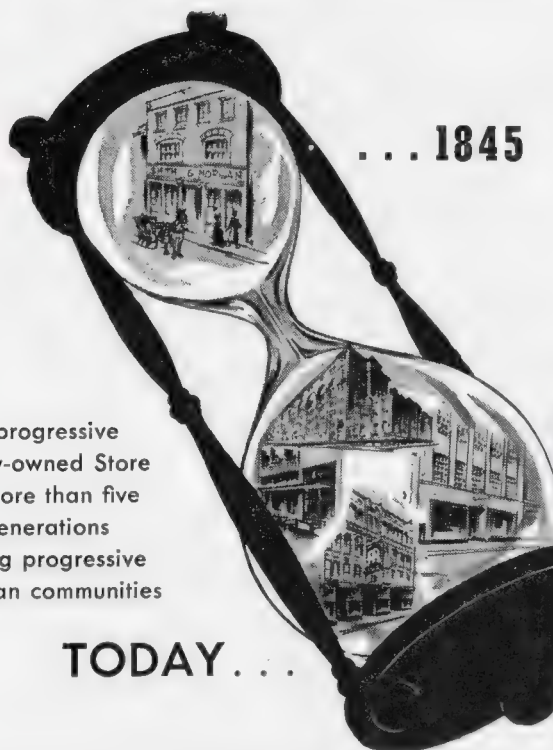
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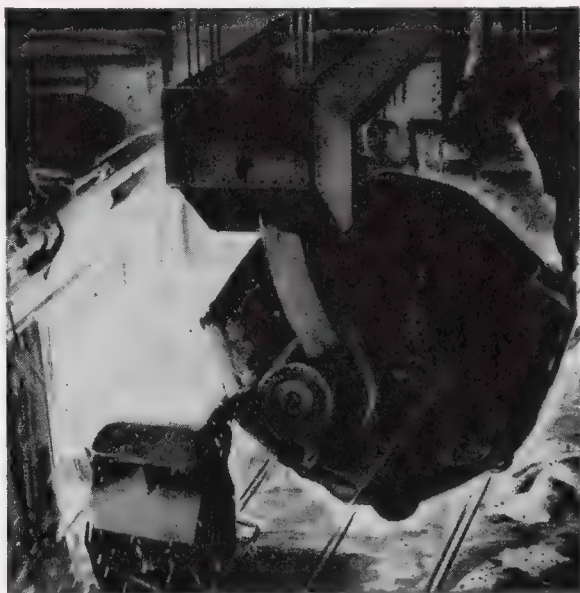
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